UG Double Major Program

B.A. Hons.
Sanskrit and
Sanskrit Linguistics

Learning Outcomes-based Curriculum Framework
For
UG Double Major Program in Sanskrit and Sanskrit Linguistics
2025

ज्ञान-विज्ञान विमुक्तये
UGC

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NEW DELHI – 110002

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The present program is B.A. Hons. (Sanskrit and Sanskrit Linguistics). This program contains the Majors of only *Sanskrit Linguistics.*

The *Sanskrit Majors* may be chosen from the other programs like B.A. Hons. (Sanskrit and Travel and Tourism), B.A. Hons. (Sanskrit and Social Sciences), B.A. Hons. (Sanskrit and Psychology & Well Being) etc., which are there in this document.

Or

The Sanskrit Majors may be chosen from B.A. Hons. (Sanskrit) which is available at:

https://drive.google.com/file/d/1MgZkzxo5gJudC-OsmkDcG8e3M82adeWJ/view?usp=drivesdk

INTRODUCTION OF THE PROGRAM

The B.A. Hons. (Sanskrit and Sanskrit Linguistics) program is designed to provide students with a strong foundation in the Sanskrit language, literature and knowledge systems, along with a comprehensive understanding of linguistic theory and analysis. The curriculum reflects the vision of the National Education Policy (NEP) 2020, focusing on integrating traditional Indian wisdom with modern scientific and linguistic approaches. Through a structured learning path, students gain both theoretical and practical understanding of Sanskrit texts, linguistic philosophies and applications. The program supports the dissemination of Sanskrit as a living tradition and equips learners with analytical, communicative and interdisciplinary competencies for academic, research and professional pursuits.

Sanskrit, known as the "language of the gods" (devavāṇī), preserves in its grammar, phonology, semantics, and etymology a vast intellectual heritage that has profoundly influenced linguistic thought both in India and abroad. From the meticulous descriptive system of Pāṇini's Aṣṭādhyāyī to Yāska's semantic explorations in the Nirukta, Sanskrit has provided the earliest known framework for systematic language analysis.

This course introduces students to the foundations of Sanskrit linguistics, examining both traditional Indian perspectives and modern linguistic methodologies. It explores how Sanskrit grammatical traditions anticipated many insights of modern linguistics, while also highlighting areas of difference and complementarity. By studying topics such as phonetics (śikṣā), grammar (vyākaraṇa), semantics (nirukta), alongside contemporary fields like morphology, syntax, and sociolinguistics, students gain an integrated understanding of language.

The course aims not only to deepen knowledge of Sanskrit as a classical language but also to show its relevance to the broader study of human language. By engaging with both classical texts and modern theories, students will develop analytical skills, appreciate the intellectual continuity between traditions, and understand how Sanskrit linguistics continues to inform language studies in the 21st century.

OBJECTIVES OF THE PROGRAM

- To introduce students to the foundations of Sanskrit linguistic thought in relation to modern linguistic theories.
- To explore the contributions of grammarians such as Pāṇini, Yāska, and Bhartṛhari to linguistic analysis.
- To familiarize students with key areas of traditional Indian linguistics: phonetics, grammar and semantics.
- To highlight the continuing relevance of Sanskrit linguistics in global language studies and its influence on modern linguistic thought.
- To provide a comprehensive understanding of the Sanskrit language, its grammar and literary forms in relation to linguistic structures.
- To introduce students to the key concepts, schools and scholars of both Indian and modern linguistic traditions.
- To develop critical thinking by examining Sanskrit linguistic theories (such as Sphoṭa, Śabda and Vāk)
- To connect Sanskrit knowledge with contemporary fields such as computational linguistics, digital humanities, semiotics and cognitive science.
- To foster appreciation for India's intellectual heritage while promoting comparative and interdisciplinary approaches to language studies.
- To cultivate research and analytical skills applicable to language documentation, translation and cultural preservation.
- To prepare students for careers in education, translation, publishing, language technology and research institutions.

OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit and Sanskrit Linguistics) program, Students will be able to:

PLO Code	Program Learning Outcomes (PLOs) for UG Program
PLO 1	**Rootedness:** Demonstrate a deep understanding of Sanskrit linguistic and philosophical traditions, contributing to the preservation and revitalization of India's linguistic heritage.
PLO2	**Indian Knowledge System (IKS):** Critically engage with India's knowledge systems and linguistic theories from an informed and analytical perspective.
PLO3	**Futuristic:** Conduct academic research, apply linguistic methodologies and present findings effectively in scholarly contexts.
PLO4	**Multidisciplinary:** Apply Sanskrit and linguistic knowledge to contemporary fields such as translation studies, computational linguistics, cognitive linguistics and education.
PLO5	**Employability:** Read, analyze and interpret Sanskrit and linguistic texts across historical and theoretical contexts, demonstrating skills relevant for diverse professional domains.

PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Introduction to Linguistics	✓	✓	✓	✓	✓	✓	✓
Introduction to Indian Linguistics	✓	✓	✓	✓	✓	✓	✓
Indian Linguistic Thought	✓	✓	✓	✓	✓	✓	✓
Introduction to Phonology	✓	✓	✓	✓	✓	✓	✓
Introduction to Phonetics	✓	✓	✓	✓	✓	✓	✓
Introduction to Morpho-phonemics (Sandhi) in Sanskrit	✓	✓	✓	✓	✓	✓	✓
Introduction to Inflectional Morphology in Sanskrit	✓	✓	✓	✓	✓	✓	✓
Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā)	✓	✓	✓	✓	✓	✓	✓
Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānā ṁ Niṣpattiśca)	✓	✓	✓	✓	✓	✓	✓
Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations	✓	✓	✓	✓	✓	✓	✓
Pāṇinīya Śikṣā : Sanskrit Phonetics & Phonology Course Objectives:	✓	✓	✓	✓	✓	✓	✓
Sanskrit Lexicography	✓	✓	✓	✓	✓	✓	✓

Paspasāhnika of the Mahābhāṣya	✓	✓	✓	✓	✓	✓	✓
Kṛt affixes in Pāṇinian grammar	✓	✓	✓	✓	✓	✓	✓
The influence of Sanskrit on Indian and Southeast Asian languages	✓	✓	✓	✓	✓	✓	✓
Taddhita-Pratyayaḥ	✓	✓	✓	✓	✓	✓	✓
Introduction to Śikṣā & Prātiśākhya Works	✓	✓	✓	✓	✓	✓	✓
Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy)	✓	✓	✓	✓	✓	✓	✓
Niruktam	✓	✓	✓	✓	✓	✓	✓
Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar	✓	✓	✓	✓	✓	✓	✓
Sanskrit Computational Linguistics	✓	✓	✓	✓	✓	✓	✓
Bhāṣāpākāḥ	✓	✓	✓	✓	✓	✓	✓
Sanskrit Semantics	✓	✓	✓	✓	✓	✓	✓
Sanskrit Translation Studies	✓	✓	✓	✓	✓	✓	✓

PROGRAM OUTCOME MAPPING FOR MINOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Introduction to Linguistics	✓	✓	✓	✓	✓	✓	✓
Introduction to Indian Linguistics	✓	✓	✓	✓	✓	✓	✓
Indian Linguistic Thought	✓	✓	✓	✓	✓	✓	✓
Semantics (वाक्य-वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः)	✓	✓	✓	✓	✓	✓	✓
Indian Knowledge Systems and Linguistics	✓	✓	✓	✓	✓	✓	✓
The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis.	✓	✓	✓	✓	✓	✓	✓
Computational Aspects of Pada-Vākya-Pramāṇasāstra.	✓	✓	✓	✓	✓	✓	✓
Sanskrit and Moral Literature.	✓	✓	✓	✓	✓	✓	✓

POOL OF MAJOR COURSES

S. No.		Course Name	Course Credit	Course Level
1	FIRST YEAR MAJOR	Major 1.1: Introduction to Linguistics	4	100-199
2		Major 1.2: Introduction to Indian Linguistics	4	100-199
3		Major 1.3: Indian Linguistic Thought	4	100-199
4		Major 1.4: Introduction to Phonology	4	100-199
5		Major 1.5: Introduction to Phonetics	4	100-199
6		Major 1.6: Introduction to Morpho-phonemics (Sandhi) in Sanskrit	4	100-199
7	SECOND YEAR MAJOR	Major 2.1: Introduction to Inflectional Morphology in Sanskrit	4	200-299
8		Major 2.2: Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā)	4	200-299
9		Major 2.3: Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca)	4	200-299
10		Major 2.4: Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations	4	200-299
11		Major 2.5: Pāṇinīya Śikṣā : Sanskrit Phonetics & Phonology	4	200-299
12		Major 2.6: Sanskrit Lexicography	4	200-299
13	THIRD YEAR MAJOR	Major 3.1: Paspasāhnika of the Mahābhāṣya	4	300-399
14		Major 3.2: Kṛt affixes in Pāṇinian grammar	4	300-399
15		Major 3.3: The influence of Sanskrit on Indian and Southeast Asian languages	4	300-399
16		Major 3.4: Taddhita-Pratyayaḥ	4	300-399
17		Major 3.5: Introduction to Śikṣā & Prātiśākhya Works	4	300-399
18		Major 3.6: Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy)	4	300-399
19	FOURTH YEAR MAJOR	Major 4.1: Niruktam	4	400-499
20		Major 4.2: Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar	4	400-499
21		Major 4.3: Sanskrit Computational Linguistics	4	400-499
22		Major 4.4: Bhāṣāpākāḥ	4	400-499
23		Major 4.5: Sanskrit Semantics	4	400-499
24		Major 4.6: Sanskrit Translation Studies	4	400-499

POOL OF MINOR COURSES

S. No.		Course Name	Course Credit	Course Level
1	SECOND YEAR MINORS	Minor 2.A.1. Introduction to Linguistics	4	200-299
2		Minor 2.A.2. Introduction to Indian Linguistics	4	200-299
3	THIRD YEAR MINORS	Minor 3.A.1. Indian Linguistic Thought	4	300-399
4		Minor 3.A.2. Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः)	4	300-399
5		Minor 3.A.3. Indian Knowledge Systems and Linguistics	4	300-399
6		Minor 3.A.4. The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis	4	300-399
7	FOURTH YEAR YEAR MINORS	Minor 4.A.1. Computational Aspects of Pada-Vākya-Pramāṇasāstra	4	400-499
8		Minor 4.A.2. Sanskrit and Moral Literature	4	400-499

FIRST YEAR:
MAJOR PAPERS

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 1

Major 1.1: Introduction to Linguistics

Course Objectives:

1. To Introduce the students to the fundamental principles of language and linguistics.
2. To discuss the origin, nature and development of human language.
3. To study the historical development of prominent language families in South Asia.
4. To present a comparative overview of Indo-European, Indo-Aryan (Old, Middle, Modern) and Dravidian languages.

Learning Outcomes:

After the completion of the course, the students will:

1. Define the basic concepts of language, its origin and structure.
2. Analyze theories on the evolution and development of human language.
3. Group languages according to genealogical and typological criteria.
4. Reconstruct historical phases of Indo-Aryan languages and recognize features of Dravidian languages.
5. Exhibit sensitivity towards linguistic diversity of the Indian subcontinent.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.1	Introduction to Linguistics	04	0	0	04

Details of Course:

Unit I Language – Nature, Origin and Characteristics. **Credit 1**

- Definition and features of human language.
- Animal communication vs. human language.
- Design features of language (Hockett).
- Theories of language origin (Divine, Natural Sound, Social Interaction, etc.)
- Spoken vs. Written language.
- Language as a system of communication.

Unit II Language Development and Change. **Credit 1**

- Language evolution and historical linguistics.
- Causes of language change (phonological, morphological, syntactic, semantic)
- Language contact and borrowing.
- Dialect, register, idiolect and standardization.
- Language and culture: the Sapir-Whorf hypothesis.
- Language endangerment and revitalization.

Unit III Language Classification and Indo-European Family. Credit 1

- Genealogical vs. typological classification.
- Overview of world language families.
- The Indo-European language family: origin, branches, spread.
- Linguistic reconstruction and comparative method.
- Key features of Indo-European languages.

Unit IV Indo-Aryan and Dravidian Languages. Credit 1

- Old Indo-Aryan (Vedic, Classical Sanskrit)
- Middle Indo-Aryan (Prakrits, Pali, Apabhramsa)
- Modern Indo-Aryan (Hindi, Bengali, Marathi, etc.)
- Major features of Dravidian languages (Tamil, Telugu, Kannada, Malayalam)
- Comparative structures: phonology, morphology, syntax.
- Language contact between Indo-Aryan and Dravidian.

Essential/Recommended readings/Texts:

1. Chatterji, S. K. (1926). *Origin and Development of the Bengali Language*. Calcutta University Press.
2. Emeneau, M. B. (1956). *India as a Linguistic Area*. *Language*, 32(1), 3–16.
3. Masica, C. P. (1991). *The Indo-Aryan Languages*. Cambridge University Press.
4. Lehmann, W. P. (1993). *Historical Linguistics: An Introduction*. Routledge.
5. Verma, S. K. & Krishnaswamy, N. (1993). *Modern Linguistics: An Introduction*. Oxford University Press.
6. Krishnamurti, B. (2003). *The Dravidian Languages*. Cambridge University Press.
7. Yule, G. (2020). *The Study of Language* (8th ed.). Cambridge University Press.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.2: Introduction to Indian Linguistics

Course Objectives:

1. To introduce students to the Vedic concepts of Vāk, Śabda and Artha and to explore the sacred role of language in the Vedic worldview.
2. To familiarize students with the linguistic dimensions of the Vedāṅgas—Śikṣā, Vyākaraṇa and Nirukta—and their contribution to the preservation and analysis of Sanskrit.
3. To examine the development of classical Indian linguistic thought through the contributions of Yāska, Pāṇini, Patanjali and Bhartṛhari.
4. To compare traditional Indian linguistic theories such as Sphoṭa with modern and Western linguistic models.
5. To analyze ancient Indian approaches to etymology (Nirvacana) and semantics and their role in interpreting Vedic and philosophical texts.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the fundamental concepts of Vāk, Śabda and Artha and their philosophical implications in the Vedic tradition.
2. Appreciate the root concepts of language in the Vedic and Vedāṅga traditions.
3. Describe the linguistic significance of Śikṣā, Vyākaraṇa and Nirukta and their role in maintaining the purity of Vedic recitation and interpretation.
4. Discuss the theories and contributions of major classical grammarians—Yāska, Pāṇini, Patanjali and Bhartṛhari-within the context of Indian linguistic philosophy.
5. Analyze the key contributions of Yāska, Pāṇini, Patañjali, and Bhartṛhari, and their ideas on language, meaning and logic.
6. Apply principles of Indian etymology and semantics to analyze Vedic expressions and understand language contact in the Indian subcontinent.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.2	Introduction to Indian Linguistics	04	0	0	04

Details of Course:

Unit I Language in the Vedic Tradition. **Credit 1**

- Concepts of *Vāk*, *Śabda*, *Artha.*
- The power of speech in the Rigveda and other Vedas.
- Philosophical perspectives on language in Upanishads.
- Language as a vehicle of sacred knowledge.

Unit II Language and Grammar in the Vedangas. **Credit 1**

- Shiksha: Phonetics and pronunciation.
- Vyakarana: Grammar – its status and scope.
- Nirukta: Etymology and semantic interpretation.
- Introduction to Pāṇini's *Ashtadhyayi*: structure and significance.
- Notions of *Sphota*, *Pada* and *Vakya.*

Unit III Classical Indian Linguistic Thought. **Credit 1**

- Contributions of Yāska, Pāṇini, Patanjali and Bhartrihari.
- Sphota theory.
- Sabda as pramāṇa (source of knowledge)
- Pāṇini's rules and generative approach: precursors to modern linguistics.
- Language and logic (Nyaya and Mimamsa perspectives)

Unit IV Etymology and Meaning. **Credit 1**

- Categories of words and explanation of meanings.
- Semantic theory in ancient India.
- Role of etymology in interpreting Vedic texts.
- Linguistic areas and language contact in the Indian subcontinent.

Essential/Recommended readings/Texts:

1. Sarup, Lakshman. (1920). The Nighantu and Nirukta. Oxford: Oxford University Press.
2. Coward, H. G., & Kunjunni Raja, K. (1990). *The Philosophy of the Grammarians*. Princeton University Press.
3. Masica, C. P. (1991). *The Indo-Aryan Languages*. Cambridge University Press.
4. Verma, S. K., & Krishnaswamy, N. (1993). *Modern Linguistics: An Introduction*. Oxford University Press.
5. Deshpande, M. (1993). *Sanskrit and Prakrit: Sociolinguistic Issues*. Motilal Banarsidass.
6. Cardona, G. (1997). *Pāṇini: A Survey of Research*. Motilal Banarsidass.
7. Houben, J. E. M. (1996), Ed. Ideology and status of Sanskrit, Contributions to the History of Sanskrit language, E.J.Brill.
8. Houben, J. E. M. (1997). *The Sanskrit Tradition and India's Contribution to Linguistics*.
9. Krishnamurti, B. (2003). *The Dravidian Languages*. Cambridge University Press.
10. Bhartrihari (5th century CE). Vakyapadiya (selected passages, translated editions).

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.3: Indian Linguistic Thought

Course Objectives:

1. To introduce students to the evolution of linguistic thought in ancient and classical India.
2. To examine the Vedic and post-Vedic concepts of Vāk and Śabda.
3. To explore the structure and significance of Pāṇini's Ashtadhyayi.
4. To analyze the treatment of language in Indian philosophical systems, especially in Nyaya, Mimamsa and Vedanta traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Trace the historical development of linguistic thought in India.
2. Describe the key ideas about language in the Vedic and Vedanga traditions.
3. Evaluate and explain Pāṇini's contributions to grammar and linguistic theory.
4. Compare different philosophical perspectives on the nature of language and meaning.
5. Engage critically with classical Indian texts on grammar and semantics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.3	Indian Linguistic Thought	04	0	0	04

Details of Course:

Unit I Linguistic Ideas in the Vedas and Early Texts. **Credit 1**

- Concept of *Vāk* in the Rigveda and Brahmanas.
- Language as sacred and cognitive power.
- Levels of speech (*Para*, *Pashyanti*, *Madhyama*, *Vaikhari*)
- Language, ritual and cosmology.
- Language and cognition in the Upanishads.

Unit II Language in the Vedangas – Shiksha, Vyakarana, Nirukta. **Credit 1**

- Shiksha: Sound and articulation (phonetics)
- Nirukta: Yāska and etymology as semantic interpretation.
- Vyakarana: Structure and function of grammar in the Vedanga tradition.
- Formation of linguistic rules and classification of words.

Unit III Pāṇinian System and Its Legacy. **Credit 1**

- Pāṇini's *Ashtadhyayi*: Structure, meta-rules, technical apparatus (*Pratyahara*, *Anubandha*)

- Role of *Dhatu-patha* and *Ganapatha.*
- The *Mahabhashya* of Patanjali.
- Formalism and generative approach in the Pāṇinian system.
- Impact on modern linguistic theory.

Unit IV Philosophical Schools and Theories of Language. Credit 1

- *Nyaya*: Theory of inference and verbal testimony (*Śabdapramāṇa*)
- *Mimamsa*: Importance of *Śabda* in Vedic interpretation.
- *Vedanta*: Meaning and non-dualism (*Advaita*)
- *Bhartrihari*: Sphota theory and the unity of sentence meaning.
- Language as knowledge and metaphysical principle.

Essential/Recommended readings/Texts:

1. Coward, H. G., & Raja, K. K. (1990). *The Philosophy of the Grammarians*. Princeton University Press.
2. Matilal, B. K. (1990). *The Word and the World: India's Contribution to the Study of Language*. Oxford University Press.
3. Deshpande, M. (1993). *Sanskrit and Prakrit: Sociolinguistic Issues*. Motilal Banarsidass.
4. Houben, J. E. M. (1995). *The Sanskrit Tradition and the History of Linguistics*.
5. Cardona, G. (1997). *Pāṇini: A Survey of Research*. Motilal Banarsidass.
6. Bronkhorst, J. (2001). *Pāṇini and the Vedic Tradition*.

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 2

Major 1.4: Introduction to Phonology

Course Objectives:

1. To introduce students to the the phonology of Sanskrit.
2. To examine the Sanskrit alphabet (Varṇamālā) using classical and contemporary paradigms.
3. To discuss Pāṇinian phonetic principles as outlined in Shiksha texts and Maheshwara Sutras.
4. To compare the Sanskrit phonemes with the International Phonetic Alphabet (IPA) system.
5. To facilitate proper pronunciation and phonetic transcriptions of Sanskrit sounds.

Learning Outcomes:

After the completion of the course, the students will:

1. Identify and classify Sanskrit sounds according to place and manner of articulation.
2. Recite and analyze the Maheshwara Sutras used in Pāṇini's grammar.
3. Analyze the structure and significance of Pāṇiniya Śikṣā.
4. Transcribe Sanskrit phonemes using the IPA chart.
5. Recognize similarities and differences between classical Indian and modern phonetic systems.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.4	Introduction to Phonology	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Phonology. **Credit 1**

- Nature and function of *Dhvani* (sound) in Sanskrit thought.
- Classification of speech sounds: *Svaras* (vowels) and *Vyanjanas* (consonants)
- Articulatory classification: *Kantya*, *Talu*, *Murdhanya*, *Dantya*, *Oshthya.*
- Place and manner of articulation.

Unit II Varṇamālā and Pāṇiniya Śikṣā. **Credit 1**

- The structure and order of the Sanskrit alphabet.
- Pāṇiniya Shiksha: guidelines for correct articulation.
- Relationship of phonetics to meter.
- Importance of sound.

Unit III Maheshwara Sutras and Pāṇinian Phonological Framework. Credit 1

- Recitation and memorization of Maheshwara Sutras.
- Role of *Pratyāhāras* in Pāṇinian grammar.
- Function of *Anubandhas* and *it* markers (इत्सञ्ज्ञा)
- Sound grouping and phonological economy in Pāṇinian tradition.

Unit IV Comparative Phonology with IPA. Credit 1

- Introduction to the IPA chart.
- Mapping Sanskrit sounds to IPA symbols.
- Voicing, aspiration, retroflexion in Indo-Aryan phonetics.
- Practice: Transcription exercises from Sanskrit to IPA.

Essential/Recommended readings/Texts:

1. Kiparsky, P. (1992). Economy and the construction of Śiva Sūtras. In Pāṇinian Studies. Ann Arbor, MI.
2. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
3. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
4. Asher, R. E. (Ed.). (1994). Pāṇinian linguistics. In Encyclopaedia of Language & Linguistics (pp. 2918–2923). Oxford: Pergamon Press.
5. Cardona, G. (1997). Pāṇini: A Survey of Research. Motilal Banarsidass.
6. International Phonetic Association. (1999). Handbook of the International Phonetic Association. Cambridge University Press.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.5: Introduction to Phonetics

Course Objectives:

1. To introduce the principles of articulatory phonetics and human speech production mechanisms.
2. To examine the Sanskrit alphabet in light of contemporary phonetic theory.
3. To define basic concepts such as phonemes and allophones and their functional differences.
4. To acquaint students with historical phonetic evolution and phonetic laws, especially Grimm's Law.
5. To connect classical Indian phonetic categories with modern linguistic science.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the physiological process of speech production.
2. Identify and classify speech sounds according to their place and manner of articulation.
3. Analyze Sanskrit phonemes from both classical and contemporary phonetic perspectives.
4. Draw a distinction between phoneme and allophoneand explain their roles in language.
5. Explain important phonetic laws such as Grimm's Law and their implications in historical linguistics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.5	Introduction to Phonetics	04	0	0	04

Details of Course:

Unit I Process of Speech and Articulatory Phonetics. **Credit 1**

- Stages of speech production: Initiation, Phonation, Articulation.
- Organs of speech: Lungs, Glottis, Tongue, Palate, Lips etc.
- Classification of sounds: Vowels vs. Consonants.
- Place and manner of articulation (Plosives, Fricatives, Nasals etc.)

Unit II Sanskrit Alphabet and Place of Articulation. **Credit 1**

- Analysis of the *Varṇamālā* (Sanskrit alphabet)
- Traditional classification by place of effort (*Prayatna*) and place of articulation (*Sthāna*)
- Mapping Sanskrit sounds to modern phonetic categories.
- Accent, aspiration, retroflexion and other phonetic features.

Unit III Phoneme and Allophone. **Credit 1**

- Concept of phoneme: minimal distinctive units of sound.
- Allophones: complementary distribution and free variation.
- Phonemic transcription (broad) vs. phonetic transcription (narrow)
- Examples from Sanskrit, English and other languages.

Unit IV Phonetic Laws and Historical Change. **Credit 1**

- Grimm's Law: systematic sound changes in Germanic languages.
- Verner's Law: voicing shifts in Germanic consonants.
- Relevance of phonetic laws in Indo-European language reconstruction.
- Comparative examples from Sanskrit, Latin, Greek and Germanic languages.

Essential/Recommended readings/Texts:

1. Macdonell, A. A. (1916). A Sanskrit Grammar for Students. Oxford University Press.
2. Allen, W. S. (1953). Phonetics in Ancient India. London: School of Oriental and African Studies.
3. Allen, W. S. (1962). Sandhi: Theoretical Aspects of Sanskrit Phonology. Oxford University Press.
4. Katamba, F. (1989). An Introduction to Phonology. Longman.
5. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
6. Cardona, G. (1997). Pāṇini: A Survey of Research. Motilal Banarsidass.
7. Campbell, L. (2013). Historical Linguistics: An Introduction. Edinburgh University Press.
8. Ladefoged, P., & Johnson, K. (2015). A Course in Phonetics. Wadsworth Cengage Learning.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.6: Introduction to Morpho-phonemics (Sandhi) in Sanskrit

Course Objectives:

1. Introduce the student to the practice of morpho-phonemic interaction in Sanskrit.
2. Discuss the notion and operation of Sandhi (euphonic conjunction) in Sanskrit grammar.
3. Appreciate different types of Sandhi and their rules according to Pāṇinian grammar.
4. Develop skills for recognizing, analyzing and applying Sandhi transformations in texts.

Learning Outcomes:

After the completion of the course, the students will:

1. Define Sandhi and describe its phonological and morphological foundation.
2. Distinguish and categorize various forms of Sandhi with examples.
3. Apply rules of Sandhi to split and construct correct Sanskrit words.
4. Comprehend the logic and system governing euphonic changes in Sanskrit.
5. Read Sanskrit texts with grammatical awareness to morphophonemic occurrences.

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.6	Introduction to Morpho-phonemics (Sandhi) in Sanskrit	04	0	0	04

Details of Course:

Unit I Introduction to Sandhi (Morpho-Phonemics) **Credit 1**

- Definition of morphophonemics.
- Sandhi and its significance in Sanskrit phonology and morphology.
- Classification of Sandhi in Pāṇinian tradition: Svara (vowel), Vyanjana (consonant), Visarga.
- General principles of euphonic combination (Saṃhitā)

Unit II Svara Sandhi (Vowel Sandhi) **Credit 1**

- Types: Pūrvarūpa, Pararūpa, Savarnadīrgha, Guna, Vriddhi etc.
- Conditions and exceptions.
- Pāṇini's sutras related to Vowel Sandhi.
- Practical exercises: joining and splitting examples.

Unit III Vyanjana Sandhi (Consonant Sandhi) **Credit 1**

- Types: Yaṇ, Anusvāra, Tugāgama etc.
- Voicing and assimilation rules.
- Sutras from Ashtadhyayi and their application.
- Exercises with classical verses and prose.

Unit IV Visarga Sandhi and General Practice. **Credit 1**

- Transformation of visarga (ḥ) before vowels and consonants.
- Jihvāmūlīya and Upadhmānīya.
- Practice with compound formations and Sandhi viccheda (word splitting)
- Applications in recitation, metrics and textual interpretation.

Essential/Recommended readings/Texts:

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita.
3. Allen, W. S. (1962). Sandhi: The theoretical, phonetic and historical bases of word-junction in Sanskrit. The Hague: Mouton.
4. Bhat, D. N. S. (2000). The Sound Pattern of Sanskrit.
5. Bhat, D. N. S. (2001). Sound change. Delhi: Motilal Banarsidass.

SECOND YEAR: MAJOR PAPERS

Difficulty Level 200-299

Credits - 4
Hours - 60

SEMESTER - 3

Major 2.1: Introduction to Inflectional Morphology in Sanskrit

Course Objectives:

1. To familiarize students with the inflectional morphological system in Sanskrit, specifically noun (Subanta) and verb (Tiṅanta) forms.
2. To provide an in-depth understanding of how nouns and verbs are inflected depending on case, number, gender (for nouns) and tense, person, number and mood (for verbs).
3. To study the theory of inflection in both nominal and verbal systems of Sanskrit grammar.
4. To acquire skills in analyzing and recognizing inflectional forms in Sanskrit texts.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze the major characteristics of inflectional morphology in Sanskrit, such as the inflection of nouns and verbs.
2. Recognize and apply declension rules for nouns (Subantas) and conjugation rules for verbs (Tiṅantas).
3. Identify the relationship between roots and inflectional forms in nouns and verbs.
4. Inflect and create inflected forms of Sanskrit words in various grammatical situations.
5. Use Sanskrit morphology knowledge to read and interpret classical Sanskrit texts with grammatical accuracy.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.1	Introduction to Inflectional Morphology in Sanskrit	04	0	0	04

Details of Course:

Unit I Introduction to Inflectional Morphology. **Credit 1**

- Overview of Morphology and Inflection in Sanskrit.
- Noun vs. Verb Morphology: Basic distinctions.
- General principles of inflectional morphology in Sanskrit.
- Introduction to the concept of "Root" and its role in inflection.

Unit II Noun Morphology (Subanta-s) **Credit 1**

- Overview of Noun Declension (Subanta): Case, Gender and Number.
- Classification of Noun Stems: Based on Gender (Masculine, Feminine, Neuter)
- Declension Paradigms for each Gender (Example: "Rāma" (Masculine), "Sarasvatī" (Feminine), "Pustakam" (Neuter)

- Case System: Nominative, Accusative, Instrumental, Dative, Ablative, Genitive, Locative and Vocative.
- Practice: Declining nouns through different cases and numbers.

Unit III Verb Morphology (Tiṅantas) Credit 1

- Overview of Verb Conjugation: Person, Number, Tense, Mood.
- The three main conjugational classes:
    1. Atmanepada (Intransitive)
    2. Parasmaipada (Transitive)
- Tense and Mood: Present, Past, Future, Imperative, Optative, Conditional.
- Verb Conjugation Paradigms for Regular and Irregular Verbs.
- Practice: Conjugating verbs in different tenses, persons and numbers.

Unit IV Applications and Practice Credit 1

- Applications of Inflectional Morphology in Texts.
- Morphological Analysis of Classical Sanskrit Texts (Bhagavad Gita, Upanishads, or selected verses from Puranas)
- Identification and parsing of inflected forms in Sanskrit sentences.
- Translating and interpreting inflected forms in context.
- Exercises on parsing and generating noun and verb forms.

Essential/Recommended readings/Texts:

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita.
3. Kale, M. R. (1972). A higher Sanskrit grammar. Delhi: Motilal Banarsidass.
4. Bhat, D. N. S. (2000). *The Sound Pattern of Sanskrit.*
5. Mishra, G. N. (2005). *Sanskrit Grammar and Composition.*

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.2: Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā)

Course Objectives:

1. To introduce the theoretical foundations of derivational morphology in Sanskrit.
2. To explain the classification, semantics and functions of Kṛdanta and Taddhita suffixes.
3. To train students in rule-based derivation as per the Aṣṭādhyāyī.
4. To build analytical skills for parsing and generating derived words from dhātus and nominal bases.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the structure and logic of derivational suffixes in Sanskrit grammar.
2. Analyze and apply Kṛdanta and Taddhita suffixes in word formation.
3. Relate grammatical derivation to meaning and context in classical texts.
4. Interpret relevant sūtras from Aṣṭādhyāyī and commentaries like Kāśikā and Siddhāntakaumudī.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.2	Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā)	04	0	0	04

Details of Course:

Unit I Foundations of Derivational Morphology. **Credit 1**

- Introduction to morphology – Inflection vs. Derivation.
- Overview of Pāṇinian system – Dhātu, Pratyaya, It markers (इत्सञ्ज्ञा) and Pratyayādhikāra.
- Role of Kṛt and Taddhitapratyayas in word formation.
- Classification and semantics of pratyayas.

Unit II KṛdantaPrakriyā – Primary Suffixes. **Credit 1**

- Semantic roles: Kartari, Karmaṇi, Bhāve, Karaṇe, Adhikaraṇe.
- Major verbal derivatives:
  - Kta, Ktavatu, Śatṛ, Śānac – Participles.
  - Tumun, Tavya, Anīyar – Gerundives and infinitives.
  - Ṇvul, Ṭṛ, Ṇin, Kan – Agent and Instrumental nouns.

- Formation rules and examples with Aṣṭādhyāyīsūtras.

Unit III TaddhitaPrakriyā – Secondary Suffixes. Credit 1

- Nature of nominal derivation from Prātipadikas.
- Artha-kramas (semantic bases) of Taddhita derivation:
    - Apatyam, Gotra, Karma etc
- Major suffixes: Iya, Īya, Āyana, Matup, Vatup, Tva and Tal.
- Taddhitapratyayādhikāra and its structural significance.

Unit IV Applied Derivation and Interpretive Analysis. Credit 1

- Interplay of Kṛt and Taddhita derivations in textual usage.
- Exercises in derivation from given Dhātus and Prātipadikas.
- Case studies from classical texts: Bhāgavatam, Rāmāyaṇa, Raghuvaṁśa.
- Modern usage and interface with computational morphology.

Essential/Recommended readings/Texts:

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita (English translation with notes).
3. Bhate, S. (1989). Pāṇini's Taddhita rules. Pune: CASS Publications, Class-B, Pune University.
4. Pāṇini – Ashtadhyayi (with focus on relevant Sandhi sutras)

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.3: Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca)

Course Objectives:

1. To introduce students to the theory and classification of compound formation in Sanskrit.
2. To explore the structure and derivation of feminine words using Strī-pratyayas.
3. To analyze compound and feminine word derivations through Pāṇinian grammar.
4. To build competence in parsing, generating and interpreting complex nominal forms.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze the grammatical principles behind compounding and feminine derivation.
2. Apply Pāṇinian rules to identify and construct compound and feminine words.
3. Analyze texts for the syntactic and semantic roles of Samāsa and Strī-pratyayas.
4. Compare derivational forms across classical literature and modern usage.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.3	Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca)	04	0	0	04

Details of Course:

Unit I Introduction to Samāsa (Compound Formation) **Credit 1**

- Purpose and significance of compound words in Sanskrit.
- Definitions and basic rules of compound formation.
- Pāṇinian framework – Samāsa-sūtras and Vigraha-vākyas.
- General guidelines: *Ekārthībhāva, Anvayārtha, Upasarjanībhāva.*

Unit II Types of Compounds – Classification and Derivation. **Credit 1**

- **Avyayībhāva** – Examples and derivational logic.
- **Tatpuruṣa** – Subtypes: Karmadhāraya, Dvigu, etc.
- **Bahuvrīhi** – Semantic richness and contextual use.
- **Dvandva** – Samāhāra and Itaretara.
- Application of relevant Aṣṭādhyāyīsūtras and examples from texts.

Unit III Strī-Pratyayas – Feminine Word Formation. Credit 1

- Introduction to *Strī-pratyaya* rules – Pāṇinian approach (*Striyām*)
- Primary feminine suffixes: *Ṇī, Ṭāp, Īn, Ḍī, Ṭī.*
- Semantic conditions and exceptions (e.g., *Guṇavacchabdāt striyām ṭāp*)
- Derivation from prātipadikas, adjective roots and Kṛdanta words.

Unit IV Interpretation and Usage in Classical Texts. Credit 1

- Parsing compound and feminine forms in epic and classical texts.
- Analysis of stylistic and poetic uses (e.g., *Raghuvaṁśa*, *Meghadūta*, *Bhagavadgītā*)
- Exercises in identifying Samāsa types and strī-pratyaya forms.
- Practical application in translation, teaching and computational tools.

Essential/Recommended readings/Texts:

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Pāṇini – Ashtadhyayi (with focus on sutras related to compound formationand feminine suffixes)

Difficulty Level 200-299

Credits - 4
Hours - 60

SEMESTER - 4

Major 2.4: Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations

Course Objectives:

1. To introduce the fundamental syntactic structure of Sanskrit sentences.
2. To examine the relationship between *Kāraka* roles and *Vibhakti* endings.
3. To understand how meaning is determined by the interface of syntax and semantics.
4. To analyze sentence structure through the lens of traditional and modern linguistic frameworks.

Learning Outcomes:

After completion of the course, the students will:

1. Identify Kāraka roles and their grammatical realizations.
2. Map Vibhakti-s to underlying semantic roles.
3. Parse and analyze Sanskrit sentences using syntactic and semantic principles.
4. Critically engage with Pāṇinian syntax and its applications in modern linguistics and NLP.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.4	Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations	04	0	0	04

Details of Course:

Unit I Foundations of Sanskrit Syntax. **Credit 1**

- Syntax - Western and Indian perspectives.
- Pāṇinian insights into sentence structure (*Vākya-saṅghatana*)
- Overview of *Śabda, Pada, Vākya* – syntagmatic arrangements.
- The role of Word Order vs. Inflectional Endings in Sanskrit.

Unit II Introduction to Kāraka Theory. **Credit 1**

- Meaning and classification of *Kārakas*: *Kartā, Karma, Karaṇa, Sampradāna, Apādāna, Adhikaraṇa.*
- Relationship between action (*Kriyā*) and Kāraka.
- Role of *Ākāṅkṣā, Yogyatā and Āsatti* in sentence formation.
- Kāraka mapping rules in the Aṣṭādhyāyī (starting from Sūtra 1.4.23)

Unit III Vibhakti and Semantic Functions. **Credit 1**

- Case-endings (*Vibhakti*) and their correspondence to Kārakas.
- Deviations and variations: multiple Kāraka-s for a Vibhakti and vice versa.
- Theoretical and practical aspects of *Sāmānādhikaraṇya* and *Anvaya.*
- Role of Ellipsis (L*opa*) and implicit arguments in sentence structure.

Unit IV Applications and Analysis. **Credit 1**

- Kāraka-based analysis of classical Sanskrit texts (*Bhagavadgītā*, *Rāmāyaṇa*, *Mahābhārata*)
- Sentence parsing and Kāraka-tree (Dependency graph/tree) generation.
- Introduction to modern linguistic applications: dependency grammar, treebanks.
- Insights into computational approaches (e.g., Pāṇini's grammar in NLP)

Essential/Recommended readings/Texts:

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes
2. Kulkarni, Amba (2019), Sanskrit Parsing: Based on the Theories of Shabdabodha D.K. Printworld Pvt. Ltd.
3. Pāṇini – Ashtadhyayi (with focus on relevant Kāraka sutras)

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.5: Pāṇinīya Śikṣā: Sanskrit Phonetics & Phonology

Course Objectives:

1. To introduce students to the phonetic, phonological and grammatical foundations of Sanskrit as described in the Pāṇinīya Śikṣā.
2. To explore the traditional Indian perspectives on sound articulation and pronunciation.
3. To build an understanding of the Śikṣā as a Vedāṅga
4. To develop students' ability to analyze Sanskrit phonetics using traditional and modern linguistic tools.

Learning Outcomes:

After completion of the course, the students will:

1. Analyze Pāṇinīya Śikṣā shlokas critically for phonetic, phonological and recitation principles.
2. Demonstrate accurate Vedic recitation following traditional rules and guidelines.
3. Apply Śikṣā principles to teaching Sanskrit and linguistic research.
4. Evaluate the phonetic and cognitive significance of Pāṇinīya phonetics in broader linguistic studies.
5. Integrate knowledge of Vedāṅgas in interpreting and preserving Vedic traditions.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.5	Pāṇinīya Śikṣā: Sanskrit Phonetics & Phonology	04	0	0	04

Details of Course:

Unit I Introduction to Śikṣā as a Vedāṅga. **Credit 1**

- Definition and importance of Śikṣā in Vedic tradition.
- Overview of the six Vedāṅgas.
- Historical context of Pāṇinīya Śikṣā.
- Application of śikṣā principles in teaching Sanskrit today.
- Relevance of Pāṇinīya phonetics in linguistic and cognitive studies.

Unit II Critical Reading of Pāṇinīya Śikṣā (Shlokas 1–15). **Credit 1**

- Enumeration of phonemes.
- Process of speech production.
- Fivefold classification of speech sounds and three types of accents.
- Three types of duration, Musical notes based on three types of accents.
- Eight places of articulation.
- Eight types of modification of aspirants.

Unit III Critical Reading of Pāṇinīya Śikṣā (Shlokas 16–30). Credit 1

- Places of articulation of vowels, consonants etc. and their duration.
- Articulation of Anusvara and others.
- Pronunciation of Ranga and Kampa sounds.

Unit IV Critical Reading of Pāṇinīya Śikṣā (Shlokas 31–60). Credit 1

- Six faults in Vedic Recitation (*Adhama-pathaka*)
- six merits in recite (*Pathaka-gunas*)
- Method of recitation during morning, midday and evening.
- enumeration of six Vedangas.
- Representation of accents through finger points.
- Production of Svaras and their places.
- Restrictions regarding mantra chanting (How mantras should not be pronounced)

Essential/Recommended readings/Texts:

1. Sreenivasacharya, K. (1948). *The Pāṇinīya Śikṣā with Uvaṭa's commentary*. Oriental Institute.
2. Ghosh, M. M. (1968). *Pāṇiniya Śikṣā*. University of Calcutta.
3. Mahato, D. V. (1990). *Pāṇiniya Śikṣā* (Ed. & Trans., in Hindi). Motilal Banarsidass.
4. बालकृष्णशर्मा, बच्चूलालअवस्थीकृतभाष्यसहितापाणिनीयशिक्षा, कालिदास अकादमी।

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.6: Sanskrit Lexicography

Course Objectives:

1. To understand the historical development of Sanskrit lexicography from ancient to modern times.
2. To learn the structural principles underlying Sanskrit dictionaries.
3. To study the grammar and semantic basis underlying Sanskrit lexical traditions.
4. To explore modern methods and tools in lexicographical compilation.
5. To acquire practical skills to contribute to lexicographical or digital humanities projects.

Learning Outcomes:

After the completion of the course, the students will:

1. Identify and explain the structure and usage of major Sanskrit lexicons.
2. Critically assess traditional and modern Sanskrit lexicographical practices.
3. Use Sanskrit dictionaries (monolingual, bilingual and thesauri) for research and translation.
4. Engage in digital Sanskrit lexicography using contemporary tools.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.6	Sanskrit Lexicography	04	0	0	04

Details of Course:

Unit I Introduction to Lexicography. **Credit 1**

- Definition and scope of lexicography.
- Types of dictionaries: Monolingual, Bilingual, Technical, Thesauri.
- Significance of lexicography in Sanskrit studies.
- Historical Development of Sanskrit Lexicography:
  - Early lexicons: Nighaṇṭu, Amarakosha.
  - Medieval lexicons: Abhidhānacintāmaṇi, Vaijayantīkośa, Trikāṇḍakośa.
  - Colonial and modern efforts: Monier-Williams, Apte, Böhtlingk-Roth, Shabdakalpadruma etc.

Unit II Structure and Principles of Sanskrit Lexicons. **Credit 1**

- Arrangement principles: Semantic, Phonetic, Alphabetical.
- Lexical categories: Synonyms, Homonyms, Polysemy.
- Role of gender, number and case in entries.
- Case study of Amarakosha, its organization and structure.

Unit III Lexicographical Techniques and Methods. Credit 1

- Compilation techniques: sourcing, classification, definitions.
- Challenges in interpreting ancient lexicons.
- Differences in print and digital dictionaries.
- Shastra koshas such as Nyaya Kosha, Mimansa Kosha, Shrauta Kosha etc.

Unit IV Digital Lexicography and Practical Applications. Credit 1

- Overview of digital Sanskrit lexicography tools (e.g., Cologne Digital Sanskrit Dictionaries)
- XML encoding and TEI for dictionaries.
- OCR and digitization of manuscripts.
- Student project: Compile and present a lexical entry or mini-glossary.

Essential/Recommended readings/Texts:

1. Patkar, M. M. (1980). History of Sanskrit lexicography. Munshiram Manoharlal.
2. Talekar, R. S. (Ed.). (1896). Amarakosha, with the commentary of Maheswara. Government Central Book Depot.
3. Monier Williams, A Sanskrit-English Dictionary (Preface and Introduction) Varanasi: Motilal Banarasi Das
4. Cologne Sanskrit Lexicon Project (https://www.sanskrit-lexicon.uni-koeln.de/)

Additional Readings:

1. Böhtlingk, Otto. Sanskrit-Wörterbuch. (1858) St. Peterburg: Buchdruckerei Der Kaiserlichen Akademie Der Wissenschaften.
2. Apte, V. S. VS Apte's The practical Sanskrit-English dictionary. Poona: Prasad Prakashan
3. Macdonell, A. A Practical Sanskrit Dictionary. London: Oxford University Press.

THIRD YEAR: MAJOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 5

Major 3.1: Paspasāhnika of the Mahābhāṣya

Course Objectives:

1. To introduce students to the structure and style of the Mahābhāṣya.
2. To familiarize students with the contents of the Paspasāhnika and its grammatical concepts.
3. To explore the philosophical and linguistic discussions of Mahābhāṣya.
4. To develop the ability to read and analyze traditional Sanskrit grammatical texts.

Learning Outcomes:

After the completion of the course, the students will:

1. Understand the life, works and scholarly contributions of Patañjali.
2. Examine the structure, purpose and historical context of the Mahābhāṣya within the Vyākaraṇa tradition.
3. Analyze key themes, technical terms and grammatical debates in the Paspasāhnika.
4. Develop skills in textual reading, interpretation, translation and explanation of complex grammatical passages.
5. Evaluate comparative perspectives and modern scholarship on Patañjali's grammar.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.1	**Paspasāhnika of the Mahābhāṣya**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Introduction to the Mahābhāṣya. **Credit 1**

- Life and works of Patañjali.
- Structure and purpose of the Mahābhāṣya.
- Context within the Vyākaraṇa tradition.

Unit II Analysis of Key themes in Paspasāhnika. **Credit 1**

- *Shabdanam anushasanam – of Laukika and Vaidika words.*
- The purposes of studying grammar – *Raksha, Uha etc.* and 13 secondary uses.
- *Akriti and Dravya paksha* of words.
- On the Varttika – *Siddhe Shabdartha Sambandhe….*
- Dharma from *Jnana or Prayoga?*
- Meaning of Vyakarana – words and rules (*Lakshya and Lakshana*)
- Defects of pronunciation.
- *Akshepa varttika ishtabuddhyarthasceti..*and *Samadhana-bhashyam*.

Unit III Textual Reading and Interpretation. **Credit 1**

- Reading passages from Paspasāhnika with commentary.
- Breakdown of complex sentences and technical terms.
- Translation and explanation exercises.

Unit IV Comparative and Scholarly Perspectives. **Credit 1**

- Commentaries on the Mahābhāṣya (Kaiyaṭa, Nāgeśa)
- Modern scholarship on Paspasāhnika.
- Discussion and synthesis of interpretations.

Essential/Recommended readings/Texts:

1. Chakravarti, P. Ch. (1925). The Mahābhāṣya, Adhyāya 1, Pāda I, Āhnika 1 (Introduction). The Indian Historical Quarterly, 1, 703–739. Edited by N. N. Law. Calcutta.
2. Shastri, P. S. Subrahmanya. (1960). Lectures on Patañjali's Mahābhāṣya: Vol. I (Āhnika 1–3) (2nd ed.). Thiruvaiyaru.
3. Ray, K. R. (1963). Vyākaraṇa-Mahābhāṣya (Paspasāhnika, Section I). Calcutta.
4. Chatterji, K. Ch. (1972). Patañjali's Mahābhāṣya: Paspasāhnika (Introductory Chapter) (Rev. 4th ed., edited with English translation, notes and commentaries). Calcutta.
5. Abhyankar, K. V., & Shukla, J. M. (1975). Patañjali's Vyākaraṇa-Mahābhāṣya: Āhnikas 1–3 with English translation and notes. Poona: Bhandarkar Oriental Research Institute (B.O.R.I.).
6. Joshi, S. D., & Roodbergen, J. A. F. (1986). Patañjali's Vyākaraṇa-Mahābhāṣya: Paspasāhnika – Introduction, Text, Translation and Notes. Pune: University of Poona.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.2: Kṛt affixes in Pāṇinian grammar

Course Objectives:

1. To introduce students to the concept and classification of Kṛt-pratyayas (primary suffixes) in Vyakarana.
2. To analyze the grammatical rules governing the formation and usage of Kṛt-suffixes as per Pāṇini's Aṣṭādhyāyī.
3. To develop students' ability to create words using Kṛt-pratyayas.
4. To study examples of primary suffixes in classical Sanskrit texts xd.

Learning Outcomes:

After the completion of the course, the students will:

1. Identify and classify various Kṛt-pratyayas in Sanskrit.
2. Explain the grammatical rules and conditions for the use of Kṛt-pratyayas.
3. Derive verbal nouns and adjectives using appropriate suffixes.
4. Construct sentences employing words derived from primary suffixes.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.2	Kṛt affixes in Pāṇinian grammar	04	0	0	04

Details of Course:

Unit I Introduction to Suffixes in Sanskrit Grammar. **Credit 1**

- Classification of pratyaya : Kṛt, Taddhita and Tiṅ.
- Difference between primary and secondary suffixes.
- Place of Kṛt-pratyayas in Sanskrit grammar.

Unit II Classification and Semantic Functions of Primary Suffixes. **Credit 1**

- Bhāvakṛt (denoting action)
- Kārakakṛt (denoting agent or instrument)
- Bhāvakartṛkṛt (denoting doer of the action)
- Kālavācī and other specialized suffixes.

Unit III Important Primary Suffixes and Their Derivation Rules. **Credit 1**

- Analysis of suffixes such as - Ṇvul (Aka -Aka), Aṇ, Ṇyat, Tumun, Tṛc, Lyuṭ, Śatṛ, Śānac, Ktvā, Kta etc.
- Derivation processes, accent rules and phonetic changes.
- Exceptions and special cases.

Unit IV Application of Primary Suffixes in Literature. Credit 1

- Selected verses from texts such as Rāmāyaṇa, Mahābhārata and kāvyas.
- Grammatical analysis of words formed by primary suffixes.
- Interpretation and contextual usage.

Unit V Traditional Commentaries and Scholarly Interpretations. Credit 1

- Excerpts from the Mahābhāṣya, Kāśikāvṛtti, Siddhāntakaumudī.
- Comparative insights from modern scholars.
- Practice in reading and interpreting sūtras and vṛttis.

Essential/Recommended readings/Texts:

1. Joshi, S. D., & Roodbergen, J. A. F. (1976). The structure of the Aṣṭādhyāyī of Pāṇini. University of Poona.
2. Kapoor, K. (2010). Dimensions of Pāṇini grammar. D. K. Printworld.Bhaṭṭoji Dīkṣita. (n.d.). Siddhāntakaumudī (S. C. Vasu, Trans.). Motilal Banarsidass.
3. Kale, M. R. A higher Sanskrit grammar. Motilal Banarsidass.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.3: The influence of Sanskrit on Indian and Southeast Asian languages

Course Objectives:

1. To examine the evolution and status of Sanskrit as a classical language and its role in shaping linguistic traditions in India and Southeast Asia.
2. To investigate the structural and lexical influence of Sanskrit on major Indian and Southeast Asian languages through comparative linguistic analysis.
3. To evaluate primary and secondary sources, including inscriptions, manuscripts and literary texts, that document Sanskrit's influence across regions.
4. To understand the interdisciplinary interaction between language, religion and political power in the diffusion of Sanskritic traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Examine the classification of Sanskrit within the Indo-European language family and its linguistic features.
2. Analyze the influence of Sanskrit on Indian and Southeast Asian languages, both historically and in contemporary contexts.
3. Explore mechanisms of language contact, transmission and script development in South and Southeast Asia.
4. Evaluate the role of Sanskrit in literature, administration, education and digital revival efforts.
5. Develop critical understanding of linguistic convergence, adaptation and hybridization in multilingual societies.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.3	**The influence of Sanskrit on Indian and Southeast Asian languages**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Introduction to Sanskrit Linguistics. **Credit 1**

- Classification of Sanskrit within the Indo-European language family.
- Overview of Vedic and Classical Sanskrit.
- Linguistic features: Phonology, Morphology, Syntax.

Unit II Sanskrit and Indian Language Families. **Credit 1**

- Influence of Sanskrit on Indo-Aryan languages: lexical and structural.
- Influence on Dravidian languages.

- Influence on Munda and Tibeto-Burman languages.
- Role of Sanskrit in Indian Education, Legal System, Administration etc.
- Contemporary Relevance and Linguistic Legacy of Sanskrit:
  - Sanskrit in modern Indian languages (e.g., Hindi, Marathi, Bengali)
  - Sanskrit and language policy in India and Southeast Asia.
  - Digital Sanskrit: corpus linguistics and computational efforts.
  - Sanskrit revival in present times and postcolonial perspectives.

Unit III Mechanisms of Language Contact and Transmission. Credit 1

- Routes of transmission: Trade, Religion, Political patronage.
- Development and spread of the Brahmi script and its derivatives.
- Role of Sanskrit in Buddhist and Jain texts.
- Linguistic ecology of multilingual societies.

Unit IV Sanskrit in Southeast Asia. Credit 1

- Historical context: Indianization of Southeast Asia.
- Sanskrit in Khmer, Thai, Javanese, Balinese and Old Malay.
- Adaptation of epics (Ramayana, Mahabharata) in local languages.
- Inscriptions and royal language use (e.g., Angkor, Borobudur)
- Linguistic convergence and hybrid forms.

Essential/Recommended Readings/Texts:

1. **Grierson, George A.** (1903–1928). *Linguistic Survey of India*. Calcutta: Office of the Superintendent, Government Printing, India.
2. Emeneau, M. B. (1956). India as a linguistic area. Language.
3. Sastri, S. (2005). Sanskrit words in Southeast Asian languages. Somaiya Publications.
4. Raghavan, V. (Ed.). The Ramayana tradition in Asia. Sahitya Akademi.
5. Bronkhorst, J. The spread of Sanskrit in Southeast Asia. In Early interactions between South and Southeast Asia.

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 6

Major 3.4: Taddhita-Pratyayaḥ

Course Objectives:

1. To introduce students to the concept and significance of Taddhita Pratyayās (secondary suffixes) in Pāṇinian grammar.
2. To develop a systematic understanding of the formation and classification of Taddhita suffixes.
3. To analyze the grammatical principles and rules from the Aṣṭādhyāyī related to Taddhita suffixes.
4. To enable students to interpret and apply Taddhita rules in linguistic analysis and derivation.

Learning Outcomes:

After completion of the course, the students will:

1. Explain the concept, role and importance of Taddhita suffixes in Sanskrit grammar.
2. Classify Taddhita suffixes based on semantic relations and grammatical categories.
3. Analyze relevant sūtras from the Aṣṭādhyāyī concerning secondary suffixes.
4. Apply Pāṇinian rules for secondary derivation to generate forms.
5. Engage with commentaries and scholarly discussions on Taddhita rules.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.4	Taddhita-Pratyayaḥ	04	0	0	04

Details of Course:

Unit I Introduction to Taddhita. **Credit 1**

- Definition and nature of Taddhita Pratyayās.

Unit II Semantic Classifications of Taddhita Suffixes. **Credit 1**

- The main Taddhita suffixes –
  1. अण्
  2. ठक्
  3. यत्
  4. छ
  5. ठञ्
- Semantic bases of अण् suffix – such as *Apatyam* etc. (44 meanings)
- Systematic study of derivations based on meaning.

Unit III Detailed Study of the Suffixes. **Credit 1**

- Semantic bases of ठक् and यत् suffixes – such as *Samskritam* etc.
- Systematic study of derivations based on meaning.
- Semantic bases of छ and ठञ् suffixes.
- Application of rules through examples and derivations.

Unit IV Practical Applications and Exercises. **Credit 1**

- Textual examples from classical literature.
- Parsing and derivation exercises using Taddhita rules.
- Translation and grammatical analysis of derived forms.

Essential/Recommended Readings/Texts:

1. Bhate, Saroja. (1989). *Panini's Taddhita Rules*. University of Poona.
2. Vasu, S. C. (Trans.). *Siddhāntakaumudī of Bhaṭṭoji Dīkṣita*.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.5: Introduction to Śikṣā & Prātiśākhya Works

Course Objectives:

1. To introduce the basic concepts of Vedic phonetics and oral tradition.
2. To study the Śikṣā texts and their phonetic principles.
3. To explore the Prātiśākhya literature associated with different Vedas.
4. To understand the linguistic and phonological principles discussed in these texts.

Learning Outcomes:

After completion of the course, the students will:

1. Explain the structure and purpose of Śikṣā and Prātiśākhya texts.
2. Analyze the phonetic and phonological systems of Vedic Sanskrit.
3. Interpret select passages from Śikṣā and Prātiśākhya texts with commentary.
4. Evaluate the relevance of ancient phonetic observations in modern linguistic terms.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.5	Introduction to Śikṣā & Prātiśākhya Works	04	0	0	04

Details of Course:

Unit I Introduction to Vedic Phonetics. **Credit 1**

- Importance of oral tradition in Vedic literature.
- Concept of Śikṣā and Prātiśākhya works, general vs. applied phonetics.
- Overview of phonetic precision in Vedic chanting, the *Asta-Vikritis* etc.

Unit II Śikṣā Texts and their Key Features. **Credit 1**

- Phonetic rules across different Śikṣā texts.
- Concepts of Varṇa, Svara, Mātrā, Balam and Sāma.
- Euphonic combinations and sound modulations.

Unit III Introduction to Prātiśākhya Literature. **Credit 1**

- Importance and function of Prātiśākhya texts.
- Relationship with respective Śākhās of the Vedas.
- Sandhi, Svara rules, Padapāṭha and Saṃhitāpāṭha.
- Readings from Ṛgveda Prātiśākhya.
  - Textual readings and explanation of selected passages.
  - Phonological analysis of Vedic sound patterns.
  - Commentarial insights and scholarly interpretations.

Unit IV Vedic Phonology, Relevance to Modern Linguistics and Recitation. Credit 1

- Comparison of phonetic systems across.
- Influence on later phonological theories and grammar.
- Synchronic and diachronic aspects of Vedic phonetics.
- Phonetics and modern acoustic studies of Vedic recitation.
- Research directions and digital projects on Vedic phonetics.

Essential/Recommended Readings/Texts:

1. Allen, W. S. (1953). *Phonetics in Ancient India*. London: School of Oriental and African Studies (SOAS).
2. Verma, S. (1961). *Critical studies in the phonetic observations of Indian grammarians*. London: Royal Asiatic Society. Reprint: New Delhi: Munshi Ram Manohar Lal.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.6: Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy)

Course Objectives:

1. To introduce students to the philosophical and linguistic significance of the Brahmakāṇḍa of Bhartṛhari's Vākyapadīya.
2. To critically examine Bhartṛhari's theory of Śabdabrahman and its implications for language, cognition and metaphysics.
3. To contextualize Bhartṛhari's thought within the broader Indian philosophical tradition, especially in relation to Mīmāṁsā, Vedānta and Buddhist epistemology.
4. To develop the ability to read and interpret primary Sanskrit texts with philological and philosophical approach.

Learning Outcomes:

After completion of the course, the students will:

1. Comprehend and explain key concepts in the Brahmakāṇḍa such as Śabdabrahman, Sphoṭa, Prakṛti-Pratyaya and Parā-vāk.
2. Compare Bhartṛhari's ideas with other schools of Indian philosophy.
3. Critically assess secondary scholarship on Bhartṛhari's linguistic philosophy.
4. Engage in independent research on themes related to the Vākyapadīya and present informed arguments.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.6	Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy)	04	0	0	04

Details of Course:

Unit I Introduction to Bhartṛhari and the Vākyapadīya. **Credit 1**

- Life and works of Bhartṛhari.
- Structure of the Vākyapadīya: Kāṇḍas and their themes.
- Overview of Indian linguistic and philosophical traditions relevant to Bhartṛhari.

Unit II The Concept of Śabdabrahman. **Credit 1**

- Philosophical foundations of Śabdabrahman.
- Relation between language and reality.
- Śabda as ontological and epistemological category.
- Discussion of selected verses of Brahmakāṇḍa.

Unit III The Nature of Language and Cognition. **Credit 1**

- Sphoṭa theory and its implications.
- Vāk (speech) as cognitive process: Parā, Paśyantī, Madhyamā, Vaikharī.

- Prakṛti-pratyaya analysis.
- Discussion on unity and multiplicity of word meanings.
- Epistemological and Metaphysical Implications.
  - Language and liberation (Mokṣa)
  - The role of grammar in philosophical inquiry.
  - Discussion of representative verses and commentaries (e.g. by Helārāja)

Unit IV Interpretative Traditions and Scholarly Engagement. Credit 1

- Major commentators and their positions.
- Modern scholarly interpretations.
- Comparative perspectives: Western philosophy of language and Bhartṛhari.

Essential/Recommended Readings/Texts:

1. Bhartṛhari. (1963). *Vākyapadīya (Brahmakāṇḍa)*, with the commentary of Helārāja (K. A. Subramania Iyer, Ed.). Pune: Deccan College.
2. Bhartṛhari. *Vākyapadīya of Bhartrhari: Brahmakāṇḍa*, edited with translation by K. A. Subramania Iyer. Pune: Deccan College.

Suggested Readings:

1. Coward, Harold G. (1976). Bhartṛhari. Boston: Twayne Publishers.
2. Bronkhorst, Johannes. (1990). Bhartṛhari and the Buddhists on Language. Journal of Indian Philosophy, 18(4), 311–337.
3. Matilal, Bimal Krishna. (1990). The Word and the World: India's Contribution to the Study of Language. Delhi: Oxford University Press.
4. Patnaik, Tandra. (1994). Bhartṛhari: A Philosophical Study. Delhi: DK Printworld.
5. Rāja, Cakravartin. (2003). Sphoṭa Theory of Language: A Philosophical Analysis. Delhi: Motilal Banarsidass.

FOURTH YEAR: MAJOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

SEMESTER – 7

Major 4.1: Niruktam

Course Objectives:

1. To Understand the historical and linguistic significance of *Nirukta.*
2. To know the detailed study of the first chapter of *Nirukta*.
3. To gain Knowledge of etymologies of archaic Vedic words.

Learning Outcomes:

After completion of the course, the students will:

1. Understand the significance of Nirukta within the Vedāṅga tradition and its role in Sanskrit etymology.
2. Examine the structure, purpose and classification of Yāska's Nighantu.
3. Analyze the categories of words and principles of semantic modification in Nirukta.
4. Explore Yāska's approach to the derivation of nouns from verbal roots.
5. Apply Nirukta principles to linguistic, etymological and semantic studies in Sanskrit.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.1	Niruktam	04	0	0	04

Details of Course:

Unit I Introduction to Nirukta. **Credit 1**

- Overview of the *Vedangas* and their relevance.
- Origin, purpose and significance of Yaska's *Nirukta.*
- Structure of *Nighantu* and its classification.

Unit II Detailed Study of Nirukta (Adhyaya I. 1-2) **Credit 1**

- Explanation of the word Nighantu.
- The Shad-Bhavavikaras (Six Modifications) and their explanations.
- Categories of words: Nāma, Ākhyāta, Upasarga, Nipāta.
- Upasarga-s and their meanings.
- Nipatas and their meanings.
- Yaska's approach to etymology and semantics.

Unit III Detailed Study of Nirukta (Adhyaya I. 3-4) **Credit 1**

- The origin of nouns from verbal roots.

Unit IV Detailed Study of Nirukta (Adhyaya I. 5-6) **Credit 1**

- The importance and use of *Nirukta* in etymological studies.

Essential/Recommended Readings/Texts:

1. Sarup, Lakshman. (1920). *The Nighantu and Nirukta*. Oxford: Oxford University Press.
2. Varma, Siddheswar. (1953). *The Etymologies of Yaska (= VIS 5)*. Hoshiarpur: Vishveshvaranand Vedic Research Institute.
3. महामहोपाध्याय पण्डित छज्जूरामशास्त्री विद्यासागर, (2020), *निरुक्तपञ्चाध्यायी*, नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स्।
4. Joshi, S. D., & Roodbergen, J. A. F. *Studies in Sanskrit Grammarians*. *(Publication details not available)*

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.2: Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar

Course Objectives:

1. To understand the formation and application of Strī Pratyayās (feminine suffixes) in Sanskrit.
2. To analyze the grammatical rules governing feminine derivations.
3. To develop proficiency in identifying and applying feminine suffixes in various linguistic contexts.

Learning Outcomes:

After completion of the course, the students will:

1. Identify and classify different types of Strī-Pratyayās.
2. Apply Pāṇinian rules to derive feminine forms correctly.
3. Explain the role of context and gender semantics in choosing appropriate feminine affixes.
4. Analyze derivational processes using examples from classical and modern Sanskrit texts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.2	Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar	04	0	0	04

Details of Course:

Unit I Introduction to Feminine Affixes. **Credit 1**

1. Definition and significance of Strī Pratyayās.
2. Types of Strī Pratyayās in Sanskrit grammar.
3. General rules of formation.

Unit II The Strī Pratyayās. **Credit 1**

1. टाप्
2. डाप्
3. चाप्
4. ङीप्
5. ङीष्
6. ङीन्
7. ष्फ
8. ऊङ्
9. ति

1. Usage with root words and nominal stems.
2. Secondary Feminine Affixes.
   - Derivation of feminine forms from masculine and neuter stems.
   - Application in words denoting gender transformation.

Unit III Exceptions and Variations. **Credit 1**

- Irregular formations and exceptions.
- Special cases in Vedic Sanskrit and Classical Sanskrit.

Unit IV Usage in Literature. **Credit 1**

- Analysis of Strī Pratyayās in poetry and prose.
- Influence on sentence structure and meaning.

Essential/Recommended Readings/Texts:

1. Bhaṭṭojidīkṣitaḥ, *Siddhāntakaumudī*, English Translation by S. C. Vasu.
2. Relevant chapters from modern Sanskrit grammar textbooks.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.3: Sanskrit Computational Linguistics

Course Objectives:

1. To introduce the principles and methods of computational linguistics applied to the Sanskrit language.
2. To familiarize students with Paninian grammar and its formalism.
3. To develop skills in applying computational tools and algorithms to Sanskrit language processing.
4. To explore the intersection of traditional Sanskrit grammatical knowledge with modern computational models.

Learning Outcomes:

After completion of the course, the students will:

1. Analyze and evaluate Pāṇinian grammar in a computational framework.
2. Apply NLP tools to process Sanskrit texts.
3. Assess computational models of Sanskrit morphology and syntax.
4. Engage with current research and tools in Sanskrit computational linguistics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.3	Sanskrit Computational Linguistics	04	0	0	04

Details of Course:

Unit I Introduction to Computational Linguistics and Sanskrit. **Credit 1**

- Basics of computational linguistics.
- Unique linguistic features of Sanskrit.
- History of Sanskrit computational efforts.
- Challenges and motivations in Sanskrit NLP.

Unit II Paninian Grammar and Formalism. **Credit 1**

- Structure of Ashtadhyayi.
- Concepts of Pada, Samjna, Paribhasha, Anuvritti, Adhikara.
- Karaka theory.
- Similarities with computer programming languages.

Unit III Morphology and Word Formation. **Credit 1**

- Sandhi rules and their computational modelling.
- Samasa formation.
- Algorithms for morphological analysis and generation.
- Derivational morphology: Kridanta, Taddhita.

Unit IV Semantic Analysis and Research Trends. **Credit 1**

- Word sense disambiguation in Sanskrit.
- Mapping Karakas to semantic roles.
- Machine translation involving Sanskrit.
- Digital tools and resources: Samsadhini, INRIA tools, etc.
- Overview of current research and tools.
- Open-source projects in Sanskrit NLP.
- OCR for Grantha script, Manuscripts and computation tools.

Essential/Recommended Readings/Texts:

1. Suryanarayana, K. (1994). Morphology in Sanskrit grammar. In S. S. Agrawal (Ed.), IT applications in language, script and speech (pp. 417–422). Delhi: BPB Publications.
2. Akshar Bharati, Vineet Chaitanya, Rajeev Sangal, with contributions from K. V. Ramakrishnamacharyulu, *Natural Language Processing: A Paninian Perspective*, New Delhi: Prentice-Hall of India.
3. Aklujkar, Ashok, *The Tradition of Grammar in Sanskrit*, Delhi: Motilal Banarsidass.
4. Computational tools developed by UoH, IIT Kanpur etc., *(Institutional publication details unavailable – please provide for accurate citation).*
5. Huet, Gérard, *Sanskrit Heritage Platform*, retrieved from https://sanskrit.inria.fr/

Difficulty Level 400-499

Credits - 4
Hours - 60

SEMESTER – 8

Major 4.4: Bhāṣāpākāḥ

Course Objectives:

1. To introduce students to conversational Sanskrit through teacher–student dialogues and everyday situational exchanges.
2. To develop foundational understanding of Sanskrit grammar through spoken and contextual usage rather than rote memorization.
3. To strengthen listening and speaking proficiency in Sanskrit using shlokas, subhāṣitas and simple narratives.
4. To gradually build competence in reading and comprehending short Sanskrit passages with correct pronunciation and intonation.
5. To cultivate an appreciation of Sanskrit as a living, expressive language reflecting India's cultural and traditional heritage.

Learning Outcomes:

After completion of the course, the students will:

1. Engage in basic to advanced level conversations in Sanskrit with grammatical accuracy and fluency.
2. Demonstrate understanding of essential grammatical structures such as pronouns, verb forms and case endings through contextual and spoken use.
3. Acquire and apply an active vocabulary suitable for both everyday communication and academic discussion in Sanskrit.
4. Interpret and recite short shlokas or subhāṣitas with comprehension of their meaning and cultural significance.
5. Display confidence in listening, responding and conversing in Sanskrit across progressively complex situations - from Praveśa to Kovida levels.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.4	Bhāṣāpākāḥ	04	0	0	04

Details of Course:

Unit I Bhāṣāpākaḥ 1 (Level 1 / Praveśa) **Credit 1**

- Conversational layout: teacher student dialogue format.
- Basic grammar explained in simple spoken contexts (e.g., pronouns, roots).
- Focus on listening and speaking practice in everyday situations.
- Built in vocabulary, simple shlokas, short dialogue exercises — all aligned to Volume 1 teaching style secure.samskritabharatiusa.orgsamskritabharatiusa.org.

Unit II Bhāṣāpākaḥ 2 (Level 2 / Parichaya) **Credit 1**

- Builds on Volume 1 with slightly complex grammatical forms.
- More vocabulary expansion and longer conversational passages.
- Short stories, questions and answers, shlokas, grammar in context.
- Continued emphasis on speaking fluency in guided situations.

Unit III Bhāṣāpākaḥ 3 (Level 3 / Shikṣā) **Credit 1**

- Further grammatical explanations in dialogues (e.g. verb forms, case endings).
- Expanded listening speaking activities.
- Inclusion of simple narratives and reading comprehension in spoken style.
- Shlokas or Subhāṣitas relevant to the level.

Unit IV Bhāṣāpākaḥ 4 (Level 4 / Kovida) **Credit 1**

- Advanced spoken dialogues covering more nuanced grammar.
- Practical conversation drills, everyday functional scenarios.
- Cultural and traditional heritage content integrated with speech practice.
- Likely includes selected textual pieces and guided discussions.

Essential/Recommended Readings/Texts:

1. आचार्य जनार्दन हेगडेः, *भाषापाकः – 1, 2, 3*, बेङ्गलूरुः : संस्कृतभारती।

Suggested Readings:

1. डॉ. चारुदेव शास्त्री, (1976), *वाग्व्यवहारादर्शः*, वाराणसी : मोतीलाल बनारसीदास।
2. आचार्य जनार्दन हेगडेः, (2010), *शद्धिकौमुदी*, बेङ्गलूरुः : संस्कृतभारती।
3. डॉ. चारुदेव शास्त्री, (2019), *शब्दापशब्दविवेकः*, दिल्ली : नाग पब्लिशर्स।

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.5: Sanskrit Semantics

Course Objectives:

1. To understand the foundational principles of semantics in Sanskrit.
2. To explore the philosophical and linguistic traditions of Sanskrit semantics.
3. To analyze different schools of Sanskrit semantics, including Nyaya, Mimamsa and Vyakarana.
4. To examine key texts and theories related to word meaning, sentence meaning and verbal cognition.
5. To develop skills in applying Sanskrit semantic principles to language interpretation and analysis.

Learning Outcomes:

After completion of the course, the students will:

1. Explain the nature of meaning and reference in Sanskrit philosophy and articulate the role of śabda as a valid means of knowledge.
2. Differentiate between the various modes of meaning—abhidhā, lakṣaṇā and vyañjanā—and evaluate their relevance in interpreting texts.
3. Analyze the theories of verbal cognition (śābdabodha) and the factors determining sentence meaning such as ākāṅkṣā, yogyatā and sannidhi.
4. Compare the interpretative models of anvitābhidhāna, abhihitānvaya and sphoṭa in relation to modern semantic theories.
5. Apply insights from Sanskrit semantics to interdisciplinary fields such as modern linguistics, philosophy of language and computational linguistics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.5	Sanskrit Semantics	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Semantics. **Credit 1**

- Meaning and reference in Sanskrit philosophy.
- The concept of *Śabda* (word) and its significance.

Unit II Word Meaning and Sentence Meaning. **Credit 1**

- The nature of word meaning (Padārtha).
- Abhidha, Lakshana and Vyanjana.
- The role of intention (Tātparya) in meaning determination.
- Naiyayikas - Yaugika, Rudha, Yogarudha, Yaugikarudha.
- Shaktigrahopayah.

- Deciding factors of meaning – Samyogo Viprayogasca.
- Ambiguity resolution – Vakyat Prakaranat.
- Theories of verbal cognition (Śābdabodha).

Unit III Conditions of knowing the meaning of a Sentence. Credit 1

- *Akanksha, Yogyata, Sannidhi.*
- Relation of words in a Sentence: *Bheda* or *Samsarga*.
  - Anvitabhidhana or Abhihitanvaya theories of verbal cognition.
  - Sphota theory and its significance in Sanskrit semantics.

Unit IV Applications and Contemporary Studies. Credit 1

- Computational approaches to Sanskrit semantics.
- Comparative analysis of Sanskrit and Western semantic theories.

Essential/Recommended Readings/Texts:

1. Verma, Siddheswar. (1926). An analysis of meaning in Indian Semantics. Journal of the Department of Letters, Calcutta University, 13(2), 1–38.
2. Raja, Kunjunni. (1963). Indian Theories of Meaning. Madras: Adyar Library & Research Center.
3. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Delhi: Oxford University Press.
4. Ardona, G. (1997). Pāṇini: His Work and Its Traditions. Delhi: Motilal Banarsidass.
5. Kapoor, Kapil. Text and Interpretation: The Indian View.
6. Kapoor, K. Text and Interpretation: The Indian Tradition. Delhi: DK Printworld.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.6: Sanskrit Translation Studies

Course Objectives:

1. To introduce the theoretical foundations of translation studies in the context of Sanskrit.
2. To familiarize students with classical and modern Sanskrit translation techniques.
3. To explore major challenges in translating Sanskrit texts into Indian and international languages.
4. To train students in practical translation from Sanskrit to Indian / English languages and vice versa.

Learning Outcomes:

After completion of the course, the students will:

1. Explain key concepts and theories in translation studies relevant to Sanskrit.
2. Evaluate different translations of Sanskrit texts critically.
3. Apply appropriate translation strategies for different genres of Sanskrit literature.
4. Identify cultural, philosophical and linguistic challenges in Sanskrit translation and suggest appropriate solutions.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.6	Sanskrit Translation Studies	04	0	0	04

Details of Course:

Unit I Introduction to Translation Studies. **Credit 1**

- History and evolution of Translation studies.
- Key concepts: Equivalence, Translatability, Loss and Gain.
- Translation in Indian traditions: an overview.

Unit II Sanskrit and Translation. **Credit 1**

- Features of Sanskrit relevant to translation.
- Classical Indian theories of language and meaning.
- Notions of meaning and intention in Sanskrit grammar and poetics.
- Sanskrit Translation in the Digital Age and AI Tools.
  - Online Sanskrit translators: Google Translate, Bhashini, Anuvadini, AI tools developed by IITs – their utility and limitations.
  - Strategies to overcome the limitations.

Unit III Translation Theory and Methodology. **Credit 1**

- Major western translation theorists (Nida, Catford, Venuti, Jakobson)
- Types of translation: Literal, Free, Dynamic Equivalence, Functional.

- Modern Indian approaches to Sanskrit translation.
- Genres and Translation Practice.
    - Translating Sanskrit Poetry (Kāvya) and prosody challenges.
    - Translation of Śāstric and philosophical texts.
    - Translation of Epics and Purāṇas: Narrative strategies.
    - Translation of Inscriptions and Manuscripts.

Unit IV Case Studies in Sanskrit Translation. Credit 1

- Comparative study of different translations of:
    1. Ramayana.
    2. Bhagavad Gītā.
    3. Raghuvamsa.
    4. Analyzing translated works by scholars (e.g., Max Müller, Radhakrishnan etc.)
    5. Practical training in translation:
        - From Sanskrit to Indian Languages or English.
        - From English to Sanskrit.

Essential/Recommended Readings/Texts:

1. Nida, E. A. (1964). Toward a Science of Translating. Leiden: Brill.
2. Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford: Oxford University Press.
3. Radhakrishnan, S. (1994). The Principal Upanishads. New Delhi: HarperCollins.
4. डा. नगेन्द्र. (2015). अनुवाद विज्ञान: सिद्धान्त और अनुप्रयोग. नई दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
5. Patnaik, T. P. (2020). Translation and Interpretation in Sanskrit Poetics. Delhi: D.K. Printworld.
6. प्रो. वै. वेङ्कटरमण राव्, *अनुवादसिद्धान्त-अनुवाद का मूल्याङ्कन*।

SECOND YEAR: MINOR PAPERS

Difficulty Level 200-299

Credits - 4
Hours - 60

Semester – 1

Minor 2.A.1: Introduction to Linguistics

Course Objectives:

1. To introduce students to the fundamental principles of language and linguistics.
2. To discuss the origin, nature and development of human language.
3. To study the historical development of prominent language families in South Asia.
4. To present a comparative overview of Indo-European, Indo-Aryan (Old, Middle, Modern) and Dravidian languages.

Learning Outcomes:

After the completion of the course, the students will:

1. Define the basic concepts of language, its origin and structure.
2. Analyze theories on the evolution and development of human language.
3. Group languages according to genealogical and typological criteria.
4. Reconstruct historical phases of Indo-Aryan languages and recognize features of Dravidian languages.
5. Exhibit sensitivity towards linguistic diversity of the Indian subcontinent.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.1	Introduction to Linguistics	04	0	0	04

Details of Course:

Unit I Language – Nature, Origin and Characteristics **Credit 1**

- Definition and features of human language.
- Animal communication vs. human language.
- Design features of language (Hockett)
- Theories of language origin (Divine, Natural Sound, Social Interaction, etc.)
- Spoken vs. written language.
- Language as a system of communication.

Unit II Language Development and Change. **Credit 1**

- Language evolution and historical linguistics.
- Causes of language change (phonological, morphological, syntactic, semantic)
- Language contact and borrowing.
- Dialect, register, idiolect and standardization.
- Language and culture: the Sapir-Whorf hypothesis.
- Language endangerment and revitalization.

Unit III **Credit 1**

- Genealogical vs. typological classification.
- Overview of world language families.
- The Indo-European language family: origin, branches, spread.
- Linguistic reconstruction and comparative method.
- Key features of Indo-European languages.

Unit IV **Credit 1**

- Old Indo-Aryan (Vedic, Classical Sanskrit)
- Middle Indo-Aryan (Prakrits, Pali, Apabhramsa)
- Modern Indo-Aryan (Hindi, Bengali, Marathi, etc.)
- Major features of Dravidian languages (Tamil, Telugu, Kannada, Malayalam)
- Comparative structures: phonology, morphology, syntax.
- Language contact between Indo-Aryan and Dravidian.

Essential/Recommended Readings/Texts:

1. Chatterji, S. K. (1926). Origin and Development of the Bengali Language. Calcutta University Press.
2. Emeneau, M. B. (1956). India as a Linguistic Area. Language, 32(1), 3–16.
3. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge University Press.
4. Lehmann, W. P. (1993). Historical Linguistics: An Introduction. Routledge.
5. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge University Press.
7. Yule, G. (2020). The Study of Language (8th ed.). Cambridge University Press.

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.2: Introduction to Indian Linguistics

Course Objectives:

1. To introduce students to the origin and evolution of linguistic thinking in ancient India.
2. To discuss language-related concepts in the Vedas and Vedangas.
3. To study traditional Indian phonetics, grammar and semantics.
4. To give an overview of the genealogical classification of Indian languages.

Learning Outcomes:

After the completion of the course, the students will:

1. Examine concepts of language, speech and meaning in the Vedic and classical Indian tradition.
2. Analyze the role of grammar, phonetics and etymology in the Vedāṅgas.
3. Explore contributions of key scholars such as Yāska, Pāṇini, Patañjali and Bhartṛhari to linguistic theory.
4. Evaluate philosophical perspectives on language, meaning and logic in classical India.
5. Appreciate the concepts of language in the Vedic and Vedanga traditions.
6. Develop skills in interpreting Sanskrit texts through semantic, etymological and grammatical frameworks.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.2	Introduction to Indian Linguistics	04	0	0	04

Details of Course:

Unit I Language in the Vedic Tradition. **Credit 1**

- Concepts of vāk, śabda, artha.
- The power of speech in the Rigveda and other Vedas.
- Philosophical perspectives on language in Upanishads.
- Language as a vehicle of sacred knowledge.

Unit II Language and Grammar in the Vedangas. **Credit 1**

- Shiksha: Phonetics and pronunciation.
- Vyakarana: Grammar – its status and scope.
- Nirukta: Etymology and semantic interpretation.
- Introduction to Panini's Ashtadhyayi: structure and significance.
- Notions of Sphota, Pada and Vakya.

Unit III Classical Indian Linguistic Thought. **Credit 1**

- Contributions of Yāska, Panini, Patanjali and Bhartrihari.
- Sphota theory vs. Western linguistic models.
- Sabda as pramāṇa (source of knowledge)
- Panini's rules and generative approach: precursors to modern linguistics.
- Language and logic (Nyaya and Mimamsa perspectives)

Unit IV Etymology and Meaning. **Credit 1**

- Categories of words and explanation of meanings.
- Semantic theory in ancient India.
- Role of etymology in interpreting Vedic texts.
- Linguistic areas and language contact in the Indian subcontinent.

Essential/Recommended Readings/Texts:

1. Bhartrihari (5th century CE). Vakyapadiya (selected passages, translated editions).
2. Coward, H. G., & Kunjunni Raja, K. (1990). The Philosophy of the Grammarians. Princeton University Press.
3. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge University Press.
4. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
5. Cardona, G. (1997). Panini: A Survey of Research. Motilal Banarsidass.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge University Press.

THIRD YEAR: MINOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.1: Indian Linguistic Thought

Course Objectives:

1. To introduce students to the evolution of linguistic thought in ancient and classical India.
2. To examine the Vedic and post-Vedic concepts of vāk and śabda.
3. To explore the structure and significance of Pāṇini's Aṣṭādhyāyī.
4. To analyze the treatment of language in Indian philosophical systems, especially in the Nyāya, Mīmāṃsā and Vedānta traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Trace the historical development of linguistic thought in India.
2. Describe the key ideas about language in the Vedic and Vedanga traditions.
3. Analyze and explain Pāṇini's contributions to grammar and linguistic theory.
4. Compare different philosophical perspectives on the nature of language and meaning.
5. Engage critically with classical Indian texts on grammar and semantics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.1	Indian Linguistic Thought	04	0	0	04

Details of Course:

Unit I Linguistic Ideas in the Vedas and Early Texts. **Credit 1**

- Concept of vāk in the Rigveda and Brahmanas.
- Language as sacred and cognitive power.
- Levels of speech (para, pashyanti, madhyama, vaikhari)
- Language, ritual and cosmology.
- Language and cognition in the Upanishads.

Unit II Language in the Vedangas – Shiksha, Vyakarana, Nirukta. **Credit 1**

- Shiksha: Sound and articulation (phonetics)
- Nirukta: Yāska and etymology as semantic interpretation.
- Vyakarana: Structure and function of grammar in the Vedanga tradition.
- Formation of linguistic rules and classification of words.

Unit III Paninian System and Its Legacy. **Credit 1**

- Panini's Ashtadhyayi: Structure, meta-rules, technical apparatus (pratyahara, anubandha)

- Role of Dhatu-patha and Ganapatha.
- The Mahabhashya of Patanjali.
- Formalism and generative approach in the Paninian system.
- Impact on modern linguistic theory.

Unit IV Philosophical Schools and Theories of Language. Credit 1

- Nyaya: Theory of inference and verbal testimony (śabda pramāṇa)
- Mimamsa: Importance of śabda in Vedic interpretation.
- Vedanta: Meaning and non-dualism (advaita)
- Bhartrihari: Sphota theory and the unity of sentence meaning.
- Language as knowledge and metaphysical principle.

Essential/Recommended Readings/Texts:

1. Coward, H. G., & Raja, K. K. (1990). The Philosophy of the Grammarians. Princeton University Press.
2. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
3. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
4. Houben, J. E. M. (1995). The Sanskrit Tradition and the History of Linguistics.
5. Cardona, G. (1997). Panini: A Survey of Research. Motilal Banarsidass.
6. Bronkhorst, J. (2001). Panini and the Vedic Tradition.

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.2: Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः)

Course Objectives:

1. To explore the philosophical foundations of verbal cognition (śabdabodha) in Indian intellectual traditions.
2. To critically examine the core theories of sentence meaning from the perspectives of grammarians, logicians and ritualists.
3. To understand the mechanisms of sentence interpretation and the interplay of syntax, semantics and cognition.
4. To analyze and compare anvitābhidhānavāda, abhihitānvayavāda and other semantic models.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the basic concepts and terminologies associated with sentence meaning in Sanskrit semantics.
2. Describe and differentiate between the major schools of śabdabodha.
3. Apply each theory to interpret classical Sanskrit sentences.
4. Evaluate the strengths and criticisms of these theories through comparative analysis

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.2	Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः)	04	0	0	04

Details of Course:

Unit I Introduction to Sentence Meaning and Verbal Cognition. **Credit 1**

- Definition and scope of vākyārtha and śabdabodha.
- Semantic prerequisites: ākāṅkṣā, yogyatā, sannidhi.
- Śabda as a pramāṇa: cognitive value of linguistic utterances.
- Unity vs. compositionality of sentence meaning.

Unit II Vaiyākaraṇa (Grammatical) Perspective. **Credit 1**

- Bhartṛhari's Sphoṭa theory and holistic cognition.
- Types of sphoṭa: varṇa, pada, vākya.
- Role of convention in meaning.
- Interpretations from Mahābhāṣya and Vākyapadīya.

Unit III Mīmāṃsā Perspectives on Verbal Cognition. Credit 1

- **Anvitābhidhānavāda** (Bhāṭṭa Mīmāṃsā):
  - Emphasis on contextual meaning and syntactic unity
  - Meaning grasped through connectedness (anvaya)
- **Abhihitānvayavāda** (Prābhākara Mīmāṃsā)
  - Priority of individual word meanings (abhihita)

Unit IV Nyāya Perspective on Sentence Comprehension. Credit 1

- Sentence meaning as subsequent inference (anvaya).
- Logical mechanisms: perception (pratyakṣa) vs. inference (anumāna) in verbal Cognition.
- Critiques of holistic models.
- Comparative evaluation with grammar and Mīmāṃsā theories.

Essential/Recommended Readings/Texts:

1. Jha, G. (1900). The Prābhākara School of Mīmāṃsā. Calcutta University Press.
2. Bhartṛhari. (1965). Vākyapadīya (Ed. R. S. Gaur). Delhi: Motilal Banarsidass.
3. Subbarao, V. (1969). Philosophy of sentence and its parts. New Delhi: Munshiram Manoharlal.
4. Coward, H. G. (1980). The Sphoṭa Theory of Language. Delhi: Motilal Banarsidass.
5. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
6. Sharma, R. N. (1991). The Philosophy of Mīmāṃsā: A Study of Kumārila's Contribution. Delhi: Munshiram Manoharlal.
7. Ganeri, J. (2001). Philosophy in Classical India: The Proper Work of Reason. Routledge.
8. Patil, P. G. (2009). The Logic of the Advaita Vedānta: A Study of the Theory of Verbal Cognition. Delhi: Motilal Banarsidass.

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.3: Indian Knowledge Systems and Linguistics

Course Objectives:

1. To introduce the conceptual foundations of Indian Knowledge Systems (IKS) and their linguistic underpinnings.
2. To explore the role of linguistics—both classical and modern—in interpreting, preserving and revitalizing IKS.
3. To train students in the tools of linguistic analysis as applied to Sanskrit, Prakrit and other Indian languages in IKS texts.
4. To promote interdisciplinary research linking IKS domains such as philosophy, science, arts and medicine with linguistic methods.

Learning Outcomes:

After the completion of the course, the students will:

1. Demonstrate a foundational understanding of IKS and its core disciplines.
2. Apply linguistic theories to analyze IKS texts and terminologies.
3. Identify and explain key language-based structures in disciplines like Ayurveda, Vyākaraṇa, Sāhitya and Jyotiṣa.
4. Develop research proposals and methods that use linguistics to further IKS studies

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.3	Indian Knowledge Systems and Linguistics	04	0	0	04

Details of Course:

Unit I Foundations of Indian Knowledge Systems (IKS) **Credit 1**

- Definition, scope and historical development of IKS.
- Categories of IKS: Śāstric knowledge, technical treatises (Śilpaśāstra), oral traditions
- Importance of language in knowledge transmission.
- Interdisciplinary relevance: philosophy, science, arts, society.

Unit II Linguistics and Classical Indian Theories of Language. **Credit 1**

- Overview of Indian grammatical tradition (Pāṇinian model)
- Contributions of Bhartṛhari and others to linguistic philosophy
- Pramāṇa theory and epistemology of verbal knowledge (Śabda)
- Classical models of semantics and syntax (Sphoṭa, Vākyārtha)

Unit III Linguistics in IKS Domains. **Credit 1**

- Technical lexicons and semantic structures in Ayurveda, Jyotiṣa, Vāstu, etc.

- Role of Sanskrit in structuring scientific discourse.
- Bilingual glossaries and translation traditions (e.g., Sanskrit-Hindi/English)
- Case studies: Nighaṇṭus, Kośas and modern lexicons of Scientific disciplines in Sanskrit

Unit IV Contemporary Applications and Research Methodologies. Credit 1

- NLP and digital corpus development for IKS texts.
- Annotating and parsing classical literature using linguistic tools.
- Linguistics in pedagogy: designing IKS curriculum.
- Research methods and proposals in linguistics-based IKS projects.

Essential/Recommended Readings/Texts:

1. Coward, H. G., & Raja, K. K. (1990). The Philosophy of the Grammarians. Princeton University Press.
2. Patnaik, N. (1990). Language and Civilization Change in India. CIIL.
3. Joshi, S. D., & Roodbergen, J. A. F. (1991). Pāṇini and the Veda: Studies in the Early History of Linguistic Science in India. Motilal Banarsidass.
4. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
5. Pollock, S. (2006). The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India. University of California Press.
6. Sharma, R. N. (2009). Indian Knowledge Systems: A Source Book. IGNCA & D. K. Printworld.
7. Kulkarni, A. (2017). Computational Linguistics and Sanskrit Resources. Journal of Sanskrit Computational Linguistics, 10(1), 23–41.
8. Mishra, P. (2021). Indian Knowledge Systems: A Perspective. Bharatiya Vidya Bhavan.
9. Kapoor, K., & Singh, A. K. Indian knowledge systems. Delhi: D.K. Printworld.

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.4.: The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis

Course Objectives:

1. To understand the phonological and phonetic features of Sanskrit and their diffusion into Indian languages.
2. To study the morphological structures of Sanskrit and trace their influence on case systems, verb forms and affixation in modern Indian languages.
3. To explore Sanskritic syntactic constructions and their reflexes in regional grammatical structures.
4. To analyze semantic borrowings and conceptual domains influenced by Sanskrit in various linguistic traditions.
5. To provide a comparative framework for assessing the depth and scope of Sanskrit's structural legacy across Indian languages.

Learning Outcomes:

After the completion of the course, the students will:

1. Identify core phonological and phonetic traits in Sanskrit and track their presence in Indian languages.
2. Analyze morphological similarities and transformations from Sanskrit to regional languages.
3. Evaluate the syntactic alignment and influence of Sanskrit in contemporary Indian sentence construction.
4. Examine lexical-semantic domains shaped by Sanskritic vocabulary and conceptual metaphors.
5. Conduct comparative studies on structural features between Sanskrit and other Indian languages.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.4.	The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis.	04	0	0	04

Details of Course:

Unit I Phonetics and Phonology **Credit 1**

- Overview of Sanskrit sound system: vowels, consonants and articulation.
- Phonetic inventory and Paninian śikṣā traditions.
- Retroflexion, aspiration and consonant clusters: spread into Indo-Aryan and Dravidian.
- Sandhi rules and phonological processes in Sanskrit and their adaptations.

Unit II Morphological Structures. Credit 1

- Sanskrit morphology: nominal declensions, verbal conjugations, participles.
- Derivational and inflectional morphology: suffixes, compounds (samāsa)
- Influence on case-marking and verb systems in Indian languages.
- Morphological borrowings: tatsama and tadbhava patterns.

Unit III Syntax and Sentence Structure. Credit 1

- Basic Sanskrit word order (SOV) and its stability across Indian languages.
- Influence of karaka theory and dependency grammar on regional syntactic traditions.
- Relative clauses, compound sentences and participial constructions.
- Influence of Paninian syntactic models and later grammar traditions.

Unit IV Semantics and Conceptual Domains. Credit 1

- Lexical semantics: semantic fields influenced by Sanskrit (philosophy, law, medicine,
- aesthetics)
- Conceptual metaphors and worldview carried through Sanskrit vocabulary.
- Meaning change and semantic narrowing/widening in borrowed Sanskrit words.
- Influence on abstract terms and technical terminologies in Indian languages.

Essential/Recommended Readings/Texts:

1. Emeneau, M. B. (1956). India as a linguistic area. Language, 32(1), 3–16.
2. Filliozat, J. (1971). The Classical Doctrine of Indian Medicine: Its Origins and Its Greek Parallels. Delhi: Motilal Banarsidass.
3. Cardona, G. (1976). Pāṇini: A Survey of Research. Delhi: Motilal Banarsidass.
4. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Delhi: Motilal Banarsidass.
5. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge: Cambridge University Press.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge: Cambridge University Press.
7. Pollock, S. (2006). The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India. Cambridge: Harvard University Press.
8. Bhattacharya, P. (2006). Some Aspects of Indo-Aryan Linguistics. Delhi: Kaveri Books.

FOURTH YEAR: MINOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.1: Computational Aspects of Pada-Vākya-Pramāṇasāstra

Course Objectives:

1. To explore the formal structures of Sanskrit grammatical and logical systems with a focus on computational modeling.
2. To understand the algorithmic and rule-based nature of Pada and Vākya processing in Sanskrit.
3. To examine Pramāṇa systems and their application to knowledge representation.
4. To analyze the interface between classical Indian theories and contemporary computational linguistics and logic.
5. To engage students in the formalization and simulation of Sanskritic reasoning models.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze and model word-formation processes (Pada) using formal rule systems.
2. Analyze sentence cognition (Vākya) using theories such as Anvitābhidhānavāda and Abhihitānvayavāda.
3. Map classical Pramāṇa theories to frameworks in epistemic logic and formal reasoning.
4. Implement basic rule-based simulations of śāstric processes in computational terms.
5. Critically evaluate Indian epistemological models in relation to modern AI and knowledge systems.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.1	Computational Aspects of Pada-Vākya-	04	0	0	04

Details of Course:

Unit I Foundations of Pada and Vākya Systems. Credit 1

- Definitions and structure of Pada and Vākya in Vyākaraṇa.
- Paninian model: Aṣṭādhyāyī, Śivasūtras and derivational algorithms.
- Role of Pāṇinian meta-rules (paribhāṣās)
- Formalism in Śābdabodha: relation between word and meaning.

Unit II Theories of Sentence Cognition (Vākya-vākyārtha) Credit 1

- Theories of verbal cognition: Anvitābhidhānavāda, Abhihitānvayavāda, Bhāṭṭa vs Prābhākara models.
- Vākya structure and context-sensitive interpretation.
- Computational modeling of sentence processing and compositional semantics.
- Applications in Sanskrit NLP and machine translation.

Unit III Pramāṇa Systems and Formal Logic. Credit 1

- Overview of Pramāṇa (Pratyakṣa, Anumāna, Śabda, Upamāna, Arthāpatti, Anupalabdhi)
- Nyāya syllogism (pañcāvayava) and inferential structures.
- Knowledge representation and truth-validity structures.
- Epistemic closure, belief revision and Indian epistemology.

Unit IV Computational Models and Applications. Credit 1

- Rule-based systems and finite-state machines in Sanskrit analysis.
- Formal grammars, logical calculi and information retrieval.
- Simulation of Pāṇinian derivations (e.g., Vyoma-Sandhi, Kāraka-analyzer)
- Use of Sanskrit ontologies, knowledge graphs and reasoning engines

Essential/Recommended Readings/Texts:

1. Jha, G. (1911). The Prābhākara School of Purva-Mīmāṁsā. Calcutta University Press.
2. Cardona, G. (1976). Pāṇini: A Survey of Research. Delhi: Motilal Banarsidass.
3. Joshi, S. D., & Roodbergen, J. A. F. (1986). Paninian Studies. Springer.
4. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
5. Ganeri, J. (2001). Philosophy in Classical India: The Proper Work of Reason. London: Routledge.
6. Goyal, P., Huet, G., Kulkarni, A., & Scharf, P. (2012). A Sanskrit Heritage Reader. INRIA.
7. Kulkarni, A. (2012). Semantic Analysis of Sanskrit Texts. University of Hyderabad.
8. Satuluri, P. (2023). Kāvya Guru: Sequence-to-sequence Linearization of Sanskrit Poetry. ACL Anthology.

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.2: Sanskrit and Moral Literature

Course Objectives:

1. To introduce students to classical Sanskrit texts focused on moral and ethical teachings.
2. To explore the literary styles and narrative structures employed in Sanskrit moral literature.
3. To analyze the ethical, philosophical and pedagogical functions of Nīti texts.
4. To encourage students to reflect on the relevance of Sanskrit ethics in modern social and personal contexts.
5. To develop interpretive and critical thinking skills through textual engagement and discussion.

Learning Outcomes:

1. After the completion of the course, the students will:
2. Identify key Sanskrit moral texts and authors across classical periods.
3. Examine and interpret moral themes, metaphors and didactic methods in Sanskrit literature.
4. Analyze and critique ethical dilemmas and advice within these texts.
5. Apply principles derived from Sanskrit moral literature to contemporary ethical contexts.
6. Develop basic translation and commentary skills for selected Nīti texts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.2	Sanskrit and Moral Literature	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Nītiśāstra. **Credit 1**

- Definition and scope of Nīti literature
- Historical evolution of moral literature in Sanskrit
- Moral values in Vedic, Epic and Purāṇic traditions
- Role of ethics in Dharmaśāstra and Smṛti literature

Unit II Animal Allegories and Practical Wisdom. **Credit 1**

- Narrative pedagogy in *Pañcatantra* and *Hitopadeśa*
- Allegory, metaphor and moral instruction through animal fables
- Context-sensitive morality and worldly wisdom (*Laukika Nīti*)

Key Texts:

- *Pañcatantra* (all five tantras)
- *Hitopadeśa* (Book I: Mitralābha)

Unit III Subhāṣita Literature and Ethical Aphorisms. Credit 1

- Introduction to *Subhāṣitas*: definition, style, function
- Moral aphorisms on friendship, generosity, time, fate and human behavior
- Poetic and aesthetic dimensions of ethical verses

Key Texts:

- Selections from *Subhāṣitaratnabhāṇḍāgāra*, *Bhartṛhari's Śataka-traya*
- Selections from *Nītiśataka* and *Vairāgyaśataka*

Unit IV Moral Dilemmas and Dharma in Epic Literature. Credit 1

- Ethical complexity in the *Mahābhārata* and *Rāmāyaṇa*
- Dharma vs practical exigency (*Āpaddharma*)
- Case studies: Yudhiṣṭhira, Rāma, Karṇa and Vidura

Key Texts:

- *Mahābhārata* (sections from Śāntiparva, Anuśāsanaparva)
- *Rāmāyaṇa* (Ayodhyākāṇḍa and Yuddhakāṇḍa excerpts)

Essential/Recommended Readings/Texts:

1. Cowell, E. B. (1897). The Maxims of Bhartrihari. London: Trübner.
2. Bhartṛhari. (1918). Śataka-traya: The Three Centuries (trans. Barua). Calcutta University Press.
3. Edgerton, F. (1924). The Panchatantra Reconstructed. Harvard University Press.
4. van Buitenen, J. A. B. (1973–1978). The Mahābhārata (Vols. 1–3). University of Chicago Press.
5. Goldman, R. P. (1990). The Rāmāyaṇa of Vālmīki: An Epic of Ancient India. Princeton University Press.
6. Olivelle, P. (1997). The Pañcatantra: The Book of India's Folk Wisdom. Oxford University Press.
7. Fitzgerald, J. L. (2004). Ethical reflections in the Mahābhārata. Journal of Indian Philosophy, 32(5), 671–685.
8. Olivelle, P. (2005). Manu's Code of Law: A Critical Edition and Translation of the Manusmṛti. Oxford University Press.